



Heltwate School

Pupil Premium Strategy

2017-18

Summary information

Children and young people will have significant impairments which may include some of the following:

Severe learning difficulties
 Autism spectrum conditions
 Significant difficulties with communication (expressive and/or receptive language)
 Sensory impairment

This may manifest itself in some or all of the following:

Difficulties with appropriate interaction and understanding
 Associated challenging behaviour
 Limited awareness of danger
 Reliant on adults for activities, and travel dependent

Associated secondary needs may include

Related physical difficulties
 Related medical difficulties Fine and gross motor difficulties Hearing or visual impairment
 Attention deficit disorder (ADHD) Sensory integration difficulties

Total PP budget	£83,005	£75,405 Pupil Premium £7,600 Year 7 catch up grant (not confirmed)			
Total number of pupils: 166 (YRS 1-14) (150 YRS 1 – 11)	Number of pupils eligible for PP: (69)				
Date for next internal review of this strategy; Sept 18			Lead in School: A. Brewster (HeadTeacher)		
			Link Governor: Doug Green		

Whole School academic progress – Using Cornerstones data

2016-2017

	KS1 11 pupils	Number of pupils not progressing	KS1 PP 5 pupils	Number of pupils not progressing	KS2 54 pupils	Number of pupils not progressing	KS2 PP 21 pupils	Number of pupils not progressing	KS3 48 pupils	Number of pupils not progressing	KS3 PP 23 pupils	Number of pupils not progressing	KS4 28 pupils	Number of pupils not progressing	KS4 PP 15 pupils	Number of pupils not progressing
Progress in English	100%		100%		78%		90%		78%		66%		54%		57%	
Progress in Reading	100%	0	100%	0	81%	10	90%	2	79%	10	70%	7	57%	12	53%	7
Progress in Writing	100%	0	100%	0	74%	14	90%	4	77%	11	61%	9	50%	14	60%	6
Progress in Maths	100%		100%		85%		91%		91%		85%		84%		90%	
Progress in Number	100%	0	100%	0	81%	10	86%	3	92%	4	87%	3	89%	3	93%	1
Progress in Measurement	100%	0	100%	0	89%	6	95%	1	90%	5	83%	4	79%	6	87%	2
Progress in Science	91%	1	100%	0	81%	10	71%	6	75%	12	83%	4	71%	8	67%	5

It should be noted that all students made progress but not necessarily sufficient to move up the band descriptors, Hence a 'no progress' result scored. It is not possible for Cornerstones to measure in less than 2 month steps. Children that have not met teacher set targets will be more closely monitored and have additional intervention if appropriate. If we present data using teacher set targets the great majority would show they are working to targets and that appropriate intervention had taken place.

Progress is also measured using IEP and EHCP targets and social and behavioural targets, these are not evidenced here.

At KS4 Cornerstones targets are not a good indicator as students are not taught against the KS2 Cornerstones curriculum but against a bespoke accredited curriculum. This measures them against an age appropriate curriculum where the focus is functional living skills and against teacher predictions.

**More detail can be found in the 2016-17 progress and achievement report.*

Whole School v Pupil Premium Gaps using Cornerstones Data.

KS1			KS2			KS3			KS4		
English	Maths	Science	English	Maths	Science	English	Maths	Science	English	Maths	Science
No gap	No gap	-9%	+12%	+6%	-10%	-12%	-12%	+8%	+3%	+6%	-4%
		1 pupil made less than 2 months progress			10 pupils made less than 2 months progress	21 pupils made less than 2 months progress	9 pupils made less than 2 months progress				5 pupils made less than 2 months progress

- In KS3 English and maths gaps are reflection of the disproportionate number of children with Speech and language needs and the small sample number within a particular group who have an adapted nurture timetable. One aspect of this is the reduction in the focus of Science curriculum. (approx. 2/3rds).
- It should also be noted that 9 Key stage 3 pupils did not follow the Cornerstones curriculum and followed an accredited pathway. There was no gap between PP and Non PP on this pathway.

Year 11 leavers accreditation results – 15 students, 2 removed as non attenders. 5 leavers were eligible for PP

- All students achieved at least an award in OCR Life and Living Skills at either Entry 1, 2 or 3. (54% exceeded prediction)
- 12 of 13 students completed at least 2 ASDAN PSD modules. 2 students achieved full awards. (67% exceeded prediction)
- 10 of 12 achieved an Award at Entry Level 2 in employability
- 13 of 13 successfully transitioned to various Post 16 placements to continue on these accredited pathways.
- Overall PP students were awarded 7 awards and 6 Certificates (raw data) non PP achieved 17 awards, 8 certificates and 1 Diploma. Because of the low sample size PP were predicted to achieve significantly less than non PP.

KS4 Communication/Literacy and Maths/Numeracy outcomes.

All students will have completed a Life and Living skills taught programme which includes 2 lessons a week each for English and maths. Where appropriate work has been accredited according to the unit standards. A students best units will be entered for an award and this is may not necessarily include Literacy and Numeracy units.

Breakdown of student entries by subject for OCR Life and Living skills.

Communication/ Literacy Non PP	Communication/ Literacy PP	Maths/Numeracy Non PP	Maths/Numeracy PP	ICT Non PP	ICT PP	Vocational Non PP	Vocational PP
100% of students had communication units sent off as part of their award.	80% of students had communication units sent off as part of their award.	25% of students had maths units sent off as part of their award.	40% of students had maths units sent off as part of their award.	100% of students had ICT units sent off as part of their award.	100% of students had ICT units sent off as part of their award.	100% of students had vocational units sent off as part of their award.	100% of students had vocational units sent off as part of their award.

Using KS4 and KS5 accreditation gaps are as follows;

KS4 and KS5 academic progress using accreditation against teacher prediction, met or exceeded (Only 1 KS5 leaver)

OCR Life and Living Skills Non PP	OCR Life and Living Skills PP	PSD ASDAN Non PP	PSD ASDAN PP	ASDAN Employability Non PP	ASDAN Employability PP
63%	80%	88%	100%	75%	75%

**Year 7 Literacy and Numeracy catch-up pupils
Academic year 2016-2017
17 eligible pupils**

The literacy and numeracy catch-up premium provides schools with additional funding to support Year 7 pupils who did not achieve the expected national standard in reading or maths at the end of key stage 2 (KS2).

	Overall Progress	Number of pupils not making progress	Met / Exceeded teacher set target	Number of pupils not meeting teacher set target
English	85%		100%	
Reading	94%	1	100%	
Writing	76%	4	100%	
Maths	100%		97%	1
Number	100%		100%	
Measurement	100%		94%	1
Science	76%	6	100%	

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A	High levels of communication difficulty often relating to their disability
B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop Communication and social skills
C	Physical, Cognitive and Social and emotional disability and often financial hardship make it very difficult for students and families to value education
D	Due to disability and isolation children find it very difficult to make and maintain friendships leading to poor socialisation with peers resulting in lack of confidence and poor self esteem
E	Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD.

External barriers

A	Attendance of PP students (90.8%) is lower than that of non PP (93.8%) (2016-17)
B	Circumstances at home and outside of school can make it difficult for families to fully engage with school. This is often due to students very complex needs and the needs of families.
C	Some pupil premium children do not have access to ICT, including access to internet resources at home
D	Some students have very limited functional numeracy experience due to lack of life skills situations, money, measuring, time etc
E	Shortage of learning resources in the home and low parental aspiration in terms of academic success



Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improve speech and communication skills, enabling students to access and respond to the curriculum.	Pupils eligible for PP make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations
B	Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	
C	Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Positive attitude to learning and increased ability to overcome barriers.
D	Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Overall PP attendance in line with 'other' pupils
E	Students make and retain friendships and develop support networks into adult life. SCERTS and other Social and Emotional trackers.	Children have less fall-outs Children need less support in class time to resolve friendship issues
F	Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets


Planned expenditure

The three headings below enables the school to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Teaching Assistant-Speech, Language and Communication	Referred pupils access specific 1:1 support under guidance from SALT programmes. Also specific 1:1 support directed into classroom to enable pupils to access curriculum by supporting their individual need. Approx 50% of our PP presently access additional S&L through class TA's. 16 presently have focused programmes.	Regular line management. Monitored through LA SALT.	BL/AA	Bi Annual Half termly tracking	£4677 
Improve speech and communication skills, enabling students to access and respond to the curriculum.	PECS and Communication Champion	Member of staff given specific responsibility 1 day per week for Pecs and communication to; identify pupils across the school who would benefit from enhanced resourcing and then to work with class teachers to ensure quality delivery in class.	Part of our bid for Autism accreditation. Monitored through whole school strategy. DHT to line manage	AA/BL	Quarterly visits from NAS Focus for SIP visit Annual report	 £1306
Improve speech and communication skills, enabling students to access and respond to the curriculum.	British Sign Language (BSL)	evening classes for staff to develop communication skills with non verbal pupils	Subsidised level 1 and 2 qualification for staff	MB	3 year cycle	£2000
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Numeracy testing and champion	Member of staff given specific responsibility 1 day per week for Sandwell Early Years Numeracy Testing. Assessing children's ability to work with numbers and provide teachers with comparative data to support their own judgements. Targeted pupils first Interventions and recommendations made to class teachers.	AHT to line manage Tracker	AA	Annual review of post Termly progress tracker	£1306


Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Literacy testing and champion	Member of staff given specific responsibility 1 day per week for Lit testing and provide focused 1:1 intervention. subsequently work with class teachers to ensure quality delivery in class.	AHT to line manage Tracker	KG	Annual review of post Termly progress tracker	£1306
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Rewards & Learning Behaviour Incentives	<p>Pupils have aspired to succeed and take greater responsibility in terms of management of their own learning behaviours. This has worked to support the schools ethos and particularly the Behaviour policy – rewarding & celebrating positive behaviours.</p> <p>Our tracking indicates that students were influenced by the reward system. Behaviours are improving across the school</p> <p>A similar rewards scheme exists for rewarding good or improved attendance. Attendance continues to Hover around 92% which we consider Outstanding.</p>	Weekly good work House points Commendation assembly	ACB	Team Awards 8 x bowling or equiv. Attendance rewards Reward Trips	 <p>£250</p>
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Interactive technologies. Access to technology.	16 additional i-pads Silent Disco and subscription (69% of the cost is PP)		DF/KP		£5317

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Students will accelerate their rates of progress; Students will have increased ambition and determination.	Additional staffing for 1:1 recovery work. To provide working routines for pupils. To accelerate all areas of the curriculum across the school	Pupils often arrive at Heltwate after long periods of isolation or smothering 1:1 support, poor parenting and a lack of expectation, Tracking indicates that pupils make outstanding progress once routines and procedures are in place. To support pupils particularly with autistic tendencies this extra support is invaluable.	Appears in school tracker. Through NAS accreditation review.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£22116
Students will accelerate their rates of progress; Students will have increased ambition and determination	Foundation Learning intervention group	Create an additional intervention group for children that have not yet learned basic necessary learning skills, and still require a play based curriculum	Observation Reintegration rates into classes	AA	Tracker ½ termly For overall progress. RA & Num annually.	Staffing £3500
Students will accelerate their rates of progress; Students will have increased ambition and determination	Development of Gross Motor skills, creativity and imagination through dance performance and Physical Activity	Many of our students struggle to access literacy and communication through the written word. We provide sessions allowing pupils to express their emotions, tell stories and recount stories which they have learned	School tracker showing overall progress	DF/DE	Curriculum is reviewed annually. Tracker ½ termly. Presently 50% of group is PP.	£596
Students will accelerate their rates of progress; Students will have increased ambition and determination	Curriculum days	RE day, Science & Tech day, Harvest Festival, PE, Literacy week, Rhubarb Theatre company, etc. These are off timetable days which are used to immerse pupils in particular aspects of the curriculum. The focus often is communication, e.g. speaking and listening tasks. Trips and visits Subsidised for pupil Premium pupils	School calendar, line management	DF AA		£1000
Collaborative learning	Cluster meetings and shared events	Small fund to allow staff to plan and take part in cross school events, networking	Monitored through CPD. Performance management Whole school events	ACB	Annual Subject leaders monitoring meetings	£400
Total budgeted cost						£43624

Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Lunchtime / breaktime sports/activity coaches. Youth Dreams Sports Coaches, Jack Hunt and Oundle school Post 16 students.	We promote healthy life style choices for our pupils by enabling them to access sporting activities adapted to meet their specific special educational needs. Unsupervised times of the day are difficult for many of our students and they need supporting and teaching to play and develop social and emotional skills.	Students are returning to lessons in a more positive and disciplined way than if they have not taken part. Observation SIP TRIAD.	BT/SB	Termly	£1000 
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Targeted Music Therapy	Pupil Premium Pupils are prioritised in the referral process. Currently a therapist offers sessions once per week. They work collaboratively with school staff and report on their progress during and at the end of the therapy period (approx 10 sessions). Therapist attends at professionals meetings.	External provider Line management.	ACB	Each 10 weeks	£3000
	Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.		AA	6 monthly review	£3,776
	Occupational Health Champion	TA appointed for 1 day per week and to provide a daily input as required. Approx. 50% of PP kids have an OT programme.	External provider Line management.	AA	Annual review of post Termly progress tracker	Part of above
	Play Therapist	Training and developing a Play Therapist in school	Professional supervision	AA	Termly review	£3750
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Class Social outings	Each class receives a social budget which is used predominantly to enable pupils to interact with the local community. This usually involves shopping, or visits to local cafes etc where numeracy skills can be practically developed. This is a tried and tested formula and success can be evidenced through the tracking	½ termly tracker SCERTS	MN	Annual review.	18 x30 =£540

Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Students will accelerate their rates of progress, Students will have increased ambition and determination.	Enhanced staffing in R2,R3, Yellow, Coral to support Year 7 catchup	Year 7 are spread through a number of groups 3 of these being nurture or higher need.		DF/AA	Annual review Tracker data	£7600
Total budgeted cost						£19,666

Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Students make and retain friendships and develop support networks into adult life. SCERTS and other Social and Emotional trackers.	Summer and Easter holiday clubs + Transport	We provide a Summer School Club for pupils with SEND providing structured time for children time to socialise and play within a safe environment. Key IEP targets are set per pupil. This provides parents & Carers with some valuable respite and helps to address the marked learning lag which occurs over the holiday periods.	Led by a teacher Parent questionnaire	SB	Following each event	Staff, Resources, Transport £3300
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	After School Club	We provide an After School Club giving the parents & carers some valuable respite and the children time to socialise and play within a safe environment. Encourages positive social interaction. 'Developing self' and language key skills.	Line management UPS responsibility	CJ	Approx 80% of children attending are PP	£5,840
	Extended Experience based curriculum	Supporting Pupil Premium pupils to access educational trips. To develop knowledge, engage and motivate students e.g. West End trips, Class trips, Cadbury World, Space centre & residential class experiences. Horse riding Year11 and 14 leavers prom	Curriculum audit	TH	Each subject review. Perf. Man. Tracking SEBD	£1725 Approx £30 per pupil for residential or trips.

Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Rewards scheme for rewarding good or improved attendance.			ACB/H R/DS	½ termly	£250
Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Pastoral and behavioural support worker	On a rolling programme meet with and review all PP pupils and monitor progress. Support pupil, families, and staff as appropriate. Drop in at the Café.	Weekly line management	ACB		£8000
	Munch Box Cafe	Fund for PP pupils to attend cafe with peers	½ termly	KC, Class teacher		£200
	Yr 11 transition to post 16	Support parents in selection of their children's post 16 placement, PRC youth Club In school visits to providers	Line management	DF/KC		£400
Total budgeted cost						£19,715
Overall total						£83,005

