



# Heltwate School

## Pupil Premium Strategy and Review.

### 2016-17

#### 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

<b>Total PP budget</b>	£81,220	£71,200 Pupil Premium £9,500 Year 7 catch up grant			
<b>Total number of pupils: 163 (YRS 1-14)</b>	<b>Number of pupils eligible for PP: (67)</b>				
<b>Date for next internal review of this strategy; March 17</b>			<b>Lead in School: A. Brewster (HeadTeacher)</b>		
			<b>Link Governor:</b>		

## Current attainment

### Pupil Premium Gaps.

KS1 - EYFS	KS2			KS3			KS4	KS5 (disadvantaged)
<b>Overall Progress</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Met or exceeded target accreditation</b>	<b>Met or exceeded target accreditation</b>
17%	2%	5%	-1%	-11%	1%	-10%	No gap	No gap

- The KS3 -11% English and -10% Science gap is a reflection of the disproportionate number of children with Speech and language difficulties 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).



## Heltwate School

Yr 7 catch-up pupils academic progress

Academic year 2015-2016

Year 7 pupils accessing the Curriculum through P-scales or Year 1 / 2 curriculum 19 pupils	ENGLISH	MATHS	SCIENCE	Art & Design	Design & Technology	Geography	History	Computing	MFL	Music	P. E & Swimming	PHSCE	Religious Education	Overall
Number of children in the Key Stage progressing	16	17	14	16	16	15	13	17	3	11	16	11	7	69%
Percentage of progression made by the Key Stage	84%	89%	74%	84%	84%	79%	68%	89%	15%	58%	84%	58%	37%	
Number of children in the Key Stage staying the same	3	2	1	2	2	2	3	2	5	2	3	1	4	13%
Percentage remaining the same in the Key Stage	15%	11%	5%	11%	11%	11%	15%	11%	26%	11%	15%	5%	21%	
Number of children regressing			4	1	1	2			3			2	3	6%
Percentage of regression made by pupils in the Key Stage			21%	5%	5%	11%			15%			11%	15%	
							3 reports missing		8 reports missing	6 reports missing		5 reports missing	5 reports missing	
							15%		42%	32%		26%	26%	11%



# Heltwate School

Whole school academic progress

Academic year 2015-2016

	<b>Combined school total</b> <small>(125 pupils with data)</small>	<b>Combined Pupil Premium total</b> <small>(45 pupils)</small>	<b>Combined school total when including Violet and R1 teacher assessments instead of Tapestry assessments</b>	<b>Combined academic progress</b>
Percentage of progression made	78%	70%	83%	77%
Percentage remaining the same	16%	14%	10%	13%
Percentage of regression made	4%	4%	3%	4%
	<small>3% incorrectly filled in or no score was given</small>	<small>11% incorrectly filled in or no score was given</small>	<small>3% incorrectly filled in or no score was given</small>	<small>6% incorrectly filled in or no score was given</small>

## 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	


External barriers					
A	Attendance of PP students (90.7%) is lower than that of non PP (94.2%) (Sept – Nov 2016)				
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					
	<i>Desired outcomes and how they will be measured</i>				<i>Success criteria</i>
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 ambition and determination.				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?	
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.	TH	Bi Annual Half termly tracking	£4631 
	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	TH	Quarterly visits from NAS Focus for SIP visit Annual report	 £1293
	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	£1293
	Literacy testing and 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.	AHT to line manage Tracker	KG	Annual review of post Termly progress tracker	£1293
	Rewards & Learning Behaviour Incentives	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	Weekly good work House points Commendation assembly	ACB	Team Awards 8 x bowling or equiv. Attendance rewards Reward Trips	

		<p>particularly the Behaviour policy – rewarding &amp; 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 94% which we consider Outstanding.</p>				£250
	Interactive technologies.	4 ipads and cases, associated applications and training To support pupils to develop communication skills. Pecs, proloco2go, and literacy skills		DF/SS		£4000 Proloco/record buttons 3 ipads for PP children (DF)
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.	TH/AA	Tracker ½ termly For overall progress. RA & Num annually.	£29032
	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	TH/DE	Curriculum is reviewed annually. Tracker ½ termly.  Presently 50% of group is PP.	£546
	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	School calendar, line management	DF AA		£1000

		communication, e.g. speaking and listening tasks. Trips and visits Subsidised for pupil Premium pupils				
<b>Total budgeted cost</b>						£43338
<b>Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
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  
	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.	TH	Each 10 weeks	£3000
	Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.		TH/AA	6 monthly review	£3,760
	Occupational Health Champion	TA appointed for 1 day per week and to provide a daily input as required. Approx 50% of PP kids have a OT programme.	External provider Line management.		Annual review of post Termly progress tracker	
	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.	½ termly tracker SCERTS	TH	Annual review.	15 x30 =£750

		This is a tried and tested formula and success can be evidenced through the tracking				
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	£9500
<b>Total budgeted cost</b>						£18010
<b>Other approaches (including links to personal, social and emotional wellbeing)</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
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 £5148
	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		£4,600
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	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	£1675 Approx £30 per pupil for residential or trips.



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
<b>Total budgeted cost</b>						£19873
<b>Overall total; £81221</b>						

## Review of expenditure 2016 -17

Review of expenditure 2016 -17			
Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible	Lessons learned
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Teaching Assistant- Speech, Language and Communication	50 children referred for specific 1:1 support under guidance from SALT programmes. 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. 23 PP presently have focused programmes. Each class has an identified S&L champion.	Strengthen Line management.
	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. PECS training taken place for all staff, More symbols around school and in lessons. Attention Autism Training sessions for all staff. BL coordinating that each group has a communication champion.	Member of staff left and we had not planned succession. Lots of training lost.
	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. Second complete year data available.	Outcomes roughly in line with Cornerstones tracker data. Triangulates results
	Literacy testing and champion	Member of staff given specific responsibility 1 day per week for RA and SA testing. Whole school assessed and scores placed into school tracker and reported to teachers. Base Lines completed last year, all new students baselined on entry.	For next year, target some specific interventions, 1:1 reading support.
	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 &amp; celebrating positive behaviours.</p> <p>Our tracking indicates that students are influenced by the reward system. Behaviours remain good and are improving across the school</p> <p>A similar rewards scheme exists for rewarding good or improved attendance. Attendance continues to Hover around 93%, which we consider Outstanding.</p>	New staged rewards system proposed for this year. Gold, Silver, Bronze.
	Interactive technologies.	Pecs Communication in Print, proloco2go, and literacy skills all bought and training taken place. Increased numbers of i-pads bought and other tech. Training for Education City and an APS session for all staff. Safe use of media taken place. Whole school OMI sensory training and a focus group of 5 "Champions" had specialist training. OMI Sensory room timetabled.	More CPD needed, Safeguarding continually needs reinforcing.

	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 routine at home 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.	We have started to increase the home school contact particularly regarding neglect.
	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	Cresset Dance show very successful at least 50 %of students PP and parents attended in large numbers. Dance timetabled and very popular.
	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	Greatly expanded to include all subject areas. Particular focus for 2017-18 to be RE, PSHCE, Numeracy and Literacy.
<b>Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>
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. Jack Hunt - 15 x YR13 volunteers worked in school supporting D of E and After School Club (3 at a time 2 weeks each for 10 weeks ) Arthur Mellows – 10 students, 1 day per week for 10 weeks, play activities. Break and lunch time incidents reduced Youth Dreams – contracted for 1 lunchtime per week	Often driven by timetables. Difficult to plan and some volunteers wish to work in class rooms not play outside.  Behaviour incidents reduced.
	Targeted Music Therapy	Pupil Premium Pupils take priority 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. Solo performances took place at the Cresset.	
	Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.	

	Occupational Health Champion	TA appointed for 1 day per week to provide a daily input as required. Approx 50% of PP kids have an OT programme.	
	Class Social outings	Each class received 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	Links to community continuously develop, More charity donations evidence increased awareness. The new Cornerstones curriculum promotes Topic trips for all groups, these have been well received engagement in lessons is very good. Social and emotional tracking continues to show good progress.
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. Tracker data is showing good progress towards teacher targets.	
<b>Other approaches (including links to personal, social and emotional wellbeing)</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>
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. 1/3 of children were PP who accessed holiday clubs. External funding was sourced for summer club.	Nonattendance of PP children who booked but did not turn up. Free places provide no incentive to parents to ensure attendance. Investigate a nominal cost for next year.
	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. New ASC lead, new curriculum, revitalised club. Good attendance. 16 children attending each week with 80% being PP	Need to recruit more children. New leadership excellent
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Extended Experience based curriculum	Supporting Pupil Premium pupils to access educational trips. To develop knowledge, engage and motivate students Examples being; Class trips, Cadbury World, Space Centre & residential class experiences. Horse riding, Birds of Prey, Exotic Animals, Zulu Lions, Dr Mark Science day, Maths Subject Revolution, KS2 Theatre groups x 3.  Year11 and 14 leavers prom	Broad and balance curriculum. Excellent behaviour,
Increased attendance rates for	rewards scheme for rewarding good		Due to a number of non attenders in the PP category PP attendance overall has dipped.

pupils eligible for PP. Pupils maintain enthusiasm for learning	or improved attendance.		Many strategies in place. Small sample skews data.
Provide support for families encourage families to 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. Marked increase in the neglect agenda and increase CP issues	TLR point created to review tracking of behaviour, excellent results so far, Integris being used and the need for behaviour plans being identified earlier.
	Munch Box Cafe	Fund for PP pupils to attend cafe with peers.	
		TLR point created to review tracking of behaviour, excellent results so far, Integris being used and the need for behaviour plans being identified earlier.	

**Please read this information in association with;**

- **Attendance data**
- **Progress and achievement tracker**
- **KS4 accreditation data**
- **Behaviour logs and tracker**

