



Heltwate School

Pupil Premium Strategy

2020-21 (Jan 21)

Summary information

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

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

This manifests 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 hyperactivity disorder (ADHD)
- Sensory integration difficulties

Predicted Total PP budget

£108,165

Actual PP budget

£110,590

Actual Spend

£111,062

2020-21 Pupil Premium Funding - Ever 6 FSM	£90,480
2020-21 Pupil Premium Funding - Post LAC	£11,725
2020-21 Pupil Premium Funding - Service Pupils	£310

Year 7 Catch Up (estimated)	£102,515
	£8,075

**Total number of pupils:
200 (YRS 1-14) (185 YRS 1 – 11)**

Number of pupils eligible for PP: (93) 46%
Post 16 FSM: 7

Barriers to future attainment	
In school Barriers	
1A	High levels of communication difficulty often relating to their disability, Not helped by isolation due to lockdown
1B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills. Not helped by isolation due to lockdown
1C	Physical, Cognitive and Social and emotional disability and often financial hardship, make it very difficult for students and families to value education
1D	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 Not helped by isolation due to lockdown
1E	Increasing levels of 'High Need' of new pupils to the school. Sensory processing needs, Profile of school changing to mainly SLD.
1F	Achievement and progress (English and maths)
External Barriers	
2A	Attendance of PP students (**%) is lower than that of non PP (**%) (2019-20) This gap has increased under Lockdown and the ability to engage with remote learning has proved to be less.
2B	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. Increased difficulty accessing remote home learning
2C	Some pupil premium children do not have access to ICT, including access to internet resources at home. Access to ICT has proved less of a problem. We have been able to support families with ICT. The difficulty has been children's ability to access remote learning without 1:1 support from parents, We have had to increase the use of paper based learning and providing other learning resources at home.
2D	Some students have very limited functional numeracy experience due to lack of life skills situations, money, measuring, time etc
2E	Shortage of learning resources in the home and low parental aspiration in terms of academic success. This has been particularly exacerbated by lockdown.

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
3A	Pupils with complex needs will have access to an individualised time table and provision appropriate to their needs.	Narrowing gaps, Data and EHCP targets evidence progress.
3B	Improve speech and communication skills, enabling students to access and respond to the curriculum at least as well as those not entitled to PP.	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. Noticeable regression in some children. No S&L teams coming into schools although some training and meetings are happening remotely. Programmes included in daily teaching but not very effective remotely.

3C	Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Provide off site visits. Many engagement and social events happening virtually. (Theatre, concerts, charity events, online shop, sports events etc) Look for alternatives. Assessed through their personalised curriculum.
3D	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. Increase in welfare needs for more complex children. School working hard to engage with external diminishing services. In school behaviour and social challenges much reduced due to the reduction of unsupervised time with unfamiliar adults. Lunch and breaks are supervised by class staff, less social mixing due to 'bubbles'.
3E	Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Overall PP attendance in line with 'other' pupils
3F	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 Soft skills introduced and separately tracked against EHCP targets for the first time. Awaiting first data drops.
3G	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 Opportunities reduced this year but working hard with the colleges looking at transition. Many new strategies in place. Work experience reintroduced for those in KS4 that can manage it and alternative Skills courses. Curriculum rewritten at KS4 and 5 looking at the PFA outcomes.
3H	PP pupils are provided with effective behaviour management strategies	Monitoring of behaviour incidents, progress to EHCP targets
3I	Parents attend workshops and receive guidance on how they can support home learning, which may result in enhanced learning	Parental feedback, Data and EHCP targets. Particularly pertinent in Lockdown.

Planned Expenditure



Quality of Teaching for all, rather than exclusively spending on the PPG group, the greater school environment is altered to suit their needs

Related issues	Chosen action /approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact	Cost
1A 1C 1F 2D 3A 3G 3H	Additional staffing for 1:1 recovery work often with transition into school. 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. School needs to be calm and children settled into the new norm.	Observation Transition timetables prepared with parents. Consistent adult. Appears in school tracker. Through NAS accreditation review.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£19251
1A 1E 3A 3D 3G 3H	Create smaller Foundation Learning intervention groups which will prepare children for learning.	Create additional intervention groups for children that have not yet learned basic necessary learning skills, and still require a very individualised hands on based curriculum, HLTA role plus additional TA staffing.	Observation Reintegration rates into classes Foundation Curriculum fully in place. New classrooms set up.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£8738
1A 1F 2D 3A 3G 3H	Enhanced staffing in R4, Yellow, Amber Coral, Green to support Year 7 catchup	Year 7 are spread through a number of groups. 2 of these being nurture or higher need.	Rates of progress in line with the rest of the school.	AA	Annual review Tracker data	£8075
1A 1B 1F 3C	Curriculum days	RE day, Science &Tech day, Harvest Festival, PE, Literacy week, Internet safety, Music, 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. Many have not been completed due to Lockdown, our aim was to try and catchup this year.	Curriculum leader's folder Performance management Teacher feedback Timetabled in advance. Line management	AA	Biannual cycle, Approx. 1 day per month	£800
1B 1C 3A 3C	Gatsby Bench marking resources. Promote careers education. Supporting work experience at KS4	Help provide, career opportunities for pupils, providing staffing and travel. Gatsby recommendations.	Curriculum scrutiny. Report to governors Through Curriculum budgets.	AA	Biannual cycle	£900


3F 3G 3I		Provide work experience Provide speakers and resources. Develop post 16 and post 18 choices.	Additional accreditation		Work experience with ACE	
1A 1B 3B 3H	Improve speech and communication skills, enabling students to access and respond to the curriculum Introduce further Interactive technologies. Ensure classes have sufficient resources. Ensure staff training is effective	Additional tablets (to support enhanced communication methods with key pupils and the use of Earwig to evidence progress) Purchase; Dough Disco and subscription Purple Mash Clicker 7 subscriptions Now press play Scribble while you wiggle Zoom educational	Through curriculum scrutiny. Lesson obs. Tapestry evidence. Dough Disco running.	BL/KP	Ongoing Increased use of software packages and subscriptions that could support home learning	Software licencing £5600
3G	Support 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	£500
3A 3G	Ensure the quality of teacher assessment and monitor the variety of teaching and learning opportunities Purchase Earwig and set up with Heltwate frameworks, provide training	Log and assess all progress and achievement data, social and academic in one central place for staff and parents.	All data drops. Report to governors Q&O committee and FGB Teacher review meetings Remote learning scrutiny Parental feedback	AA	Tracker ½ termly For overall progress	Earwig software and training £750
1B 1C 3C 3F	To give breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging Class Social outings/Cornerstones memorable experience money.	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. This will be particularly important following full reopening after lockdowns and reviewed class bubbles	½ termly tracker Progress towards EHCP targets	KP	Annual review.	Cornerstones £2750
1A 1B	Promote the Munch Box Cafe breadth and variety to the	Provide work experience for KS4 and 5, and accreditation opportunity.	Through curriculum monitoring	KC,		£420

2D 3D 3F 3H 3I	curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging	Fund for PP pupils to attend cafe with peers Encourage parents to attend school.		Class teacher		
1C 2B 2E 3I	Provide support for families through the pastoral provision so that parents engage and work in partnership with the school. Yr 11 transition to post 16	Support parents in selection of their children's post 16 placements, PRC youth Club In school visits to providers Supported parent visits	Line management	SE/KC	Staff release time to meet with colleges. Historically this has been reasonably successful	
1E 3H	Specialist Staff CPD	Autism accreditation, SENDCO award, Numicon, Team Teach, Notts. Computing network, PECS, attention autism, Arts Mark training, Dyslexia. Wellbeing, Tac-Pac sensory training. (ELSA) The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Training	CPD lead Budget planning	ACB	Consistent V.Good/ Outstanding lessons. Overall progress monitored through tracker and EHCP targets.	£2000
1B 1E 2C 3A 3G 3H	Specialist resources	Numicom. Interactive sensory stories. Book bags RSE curriculum. Sex and relationships Social and emotional books growing up, using a toilet (Tom and Ellie) Mental health and wellbeing resource Outdoor play equipment Sensory equipment	Improvement plans	ACB	Consistent V.Good/ Outstanding lessons. Overall progress monitored through tracker and EHCP targets.	£1000

Quality of teaching for all. Targeted academic support.

Related issues	Chosen action /approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact	Cost
1A 3A 3B 3G	Improve speech and communication skills, enabling students to access and respond to the curriculum. Specialist 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.	Regular line management. Monitored through LA SALT. Attendance at parent drop ins. Monitor speed of referral Tracker should show KS1, 3, 4 narrowing of gap for communication. Staff training completed	BL/AA	Bi Annual Half termly tracking	£4065 
1A 2C 3G	PECS and Communication Champion	Member of staff given HLTA role 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 Tracker should show narrowing of gap for communication. Staff training completed	AA/EE	Quarterly visits from NAS Focus for SIP visit Annual report Ewil TLR from Sept 2021	 £5254
1B	Targeted Music Therapy	Pupil Premium Pupils are prioritised in the referral process. Currently a casualty of Covid but in theory 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. Presently an independent 'music man' is working with most class groups 2 days per week.	External provider Line management.	ACB	Each 10 weeks	£8075 50% cost of annual cost 19-20
1E 3A 3G 3H	Additional Sensory integration	Additional Occupational Therapist 1 day week, provides programmes and support for the whole school. Independent OT appointed. Has been in school all the time school has been open. Targeted approx. 6 individuals and some whole group intervention.		AA	6 monthly review	£2973
1E 3A 3G	Occupational Therapy 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	£3681

		Provide training for class teachers.			Termly progress tracker	
1D 1E 3A 3G 3H	Play Therapist	Training and developing a Play Therapist in school who can undertake 1;1 work and small group work. Provide guidance and training for class staff Develop into therapy through play	Professional supervision	AA	Overall progress monitored through tracker and EHCP targets.	£3321
1E 2C	Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD. Specialist equipment to access curric	Provide touch screens for VI pupils, Specialist seating, I –pads to support proloquo2 go, Walking frames, hoists. Adaptive life skills technologies (talking scales etc technology		AA	Growing area. More and more needed.	

Wider strategies						
Related issues	Chosen action /approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact	Cost
1B 1C 1D 2A 3E 3F	To encourage greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging. Rewards & Learning incentives. Behaviour Incentives and reward plans. Attendance rewards	Pupils have aspired to succeed and take greater responsibility in terms of management of their own learning behaviours. This has worked to support the school's ethos and particularly the new behaviour policy and systems – rewarding & celebrating positive behaviours through the new house system. Our tracking indicates that students are influenced by the reward system. Behaviours for learning are improving across the school A similar rewards scheme exists for rewarding good or improved attendance. Attendance continues to hover around 93% which we consider Outstanding.	Weekly good work assemblies Monitoring of house system. Commendation assembly, star pupil. Development of DOJO and IRIS. Development of Earwig parent portal	ACB	Team Awards 8 x bowling or equiv. Attendance rewards termly Reward Trips ½ termly tracker IRIS daily	£1500 

		Additional play equipment bikes go carts etc. due to difficulty sharing between classes.				
1A 1B 1C 1D 3F	Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development 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	KP,	Curriculum is reviewed annually. Tracker ½ termly. Presently 50% of group is PP.	£1000
1B 1C 1D 3C 3F 3G	Lunchtime / breaktime sports/activity coaches. Youth Dreams Sports Coaches, Roar Stars sports coach. Arthur Mellows Jack Hunt and Oundle school Post 16 students. Provide play equipment	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. Presently behaviour incidents reduced, this is probably more to do with the loss of communal time, no whole school breaks or lunches and periods of lockdown.	Students are returning to lessons in a more positive and disciplined way than if they have not taken part. Observation SIP	ACB/RM	Termly Lots of additional work here. Additional Overall progress monitored through tracker and EHCP targets.	£1000
1B 1C 1D 2A 3F	Summer and Easter holiday clubs + Transport	Students make and retain friendships and develop support networks into adult life. 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	KP	Following each event	Staff, Resources, Transport £1650
1B 1C 1D 3D 3F	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. 50% of children attending are PP	£5660

		It continued to run until first lockdown. Approx 24 children attended at least 1 day per week for a fixed 10 week block.				
1B 2A 3C	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, sailability, swimming, Gym membership Year11 and 14 leavers prom. Belchamp Scouts, Alton towers. Black country museum, Warwick etc ran in previous year.	Curriculum audit	KP	Each subject review. Perf. Man. Tracking SEBD.	£2100
1C 3D 3E	Welfare Manager (Upgraded post)	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
1C 1D 2E	Personal care and appropriate clothing	Outdoor clothing and PPE Hygiene products, Period poverty, Replacement clothes				£500 Provision for hygiene products
1C 1F 2A 2B 2C 2E 3D 3E	Parents support learning at home which results in enhanced learning and progress.	Parents attend virtual workshops and receive guidance around how they support home learning, use online packages, ICT support, curriculum understanding, targeted support e.g. phonics.	Attendance at workshops Parental feedback	KP	Overall progress monitored through tracker and EHCP targets. Improved home/school relationships.	
1B 3F 3G 3H	To extend learning through lunchtime to develop individual life skills.	Appoint Lunchtime Assistant & Pupil Support Assistant.	Tracking Data on independent skills on Earwig Behaviour logs.	AA	Overall progress monitored through tracker and EHCP targets.	£8000
