



# Heltwate School

## Pupil Premium Review

2020-21 (September 21 Review.)

### Summary information

Due to COVID-19 many objectives for pupil premium spending 2020 – 21 have been only partially successful and many have been carried forward onto the next year.

Numbers of FTE for PP students reduced in 2021 from 2020.

Historically there has been very little gap between PP and non-PP children. From Sept 2020 a school wide new curriculum has been introduced identifying 5 different pathways. These are focused on every child having an individual curriculum which is tracked using our new assessment tool 'Earwig'. This was not fully in place until Sept 2021, which meant we had more than one monitoring system which provides achievement data in different non comparable formats. Has more of a gap started to emerge? This could be explained principally due to the tracking of EHCP targets which relate to social and emotional development and independence skills. Children following an Engage curriculum have little recorded academic progress as they are working below the threshold for subject specific learning. However, students in the PP category were more likely to attend school over lockdowns, in many areas PP pupils progress is favourable.

% Of PP on each curriculum pathway.		
Engage	60% PP	R – Yr7
Explore	37% PP	Yr1 – Yr3
Develop	63% PP	Yr4 – Yr9
Discover Heltwate	41% PP	Yr9 – Yr11
Discover St. G	40% PP	Yr9 – Yr11
Stepping On	50% FSM	Yr12 – Yr14

**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

<b>Associated secondary needs may include;</b>	<ul style="list-style-type: none"> <li>• Related physical difficulties</li> <li>• Related medical difficulties</li> <li>• Fine and gross motor difficulties</li> <li>• Hearing or visual impairment</li> <li>• Attention deficit hyperactivity disorder (ADHD)</li> <li>• Sensory integration difficulties</li> </ul>												
<b>Predicted Total PP budget</b>  <b>Actual PP budget</b>  <b>Actual Spend</b>  Remaining balance (c/fwd)	<b>£108,165</b>  <b>£102,515</b>  <b>£96,041</b>  £6,474	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">2020-21 Pupil Premium Funding - Ever 6 FSM</td> <td style="text-align: right;">£90,480</td> </tr> <tr> <td>2020-21 Pupil Premium Funding - Post LAC</td> <td style="text-align: right;">£11,725</td> </tr> <tr> <td>2020-21 Pupil Premium Funding - Service Pupils</td> <td style="text-align: right;">£310</td> </tr> <tr> <td></td> <td style="text-align: right;">-----</td> </tr> <tr> <td></td> <td style="text-align: right;">£102,515</td> </tr> </table> <p>Year 7 catch up funding ceased for this academic year.</p>		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		-----		£102,515
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<b>Total number of pupils:</b> <b>200 (YRS 1-14) (185 YRS 1 – 11)</b>	Number of pupils eligible for PP: (93) 46% Post 16 FSM: 7												

### Whole school Progress

The following tables show pupil progress against school-based targets and is moving towards the recording of EHCP targets and a more individual curriculum.

Pupils on the Academic Framework are tracked against pathways which use subject specific outcomes. The Non-Academic Pathways track pupils which are not yet ready for subject specific learning. Yr11 and 14 pupils are tracked against an accredited framework particular to their pathway (subject specific learning at St G or PFA outcomes at Heltwate).

Many children Transition from one pathway to another moving from Engage to Explore. As they progress through Explore, they start to be exposed to the academic frameworks.

From September 2021 all students are following the new curriculum pathways.



## Whole School Academic Progress ACADEMIC FRAMEWORK

	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
WHOLE SCHOOL	201	145	72%	149	74%	154	77%	132	66%	134	67%	71%
PP PUPILS	92	65	71%	67	73%	65	71%	54	59%	61	63%	67%
NON-PP PUPILS	109	80	73%	82	75%	89	82%	78	72%	73	67%	74%

### Engage pupils progress Academic Framework

	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
ENGAGE pupils	50	32	64%	29	58%	28	56%	26	52%	32	64%	59%
ENGAGE PP pupils	20	11	55%	9	45%	8	40%	9	45%	12	60%	49%
ENGAGE NON-PP pupils	30	21	70%	20	67%	20	67%	17	57%	20	67%	66%

- This generally is the youngest and most complex cohort. They had difficulty engaging with remote learning.
- Recording of evidence is not yet consistent across all groups – Use of Earwig not embedded. Expect to see a change 2021 – 22
- Expectations over this academic year have increased as more groups have joined the frameworks and as children have started to 'Catch up' and staff have started to know their children better following lockdowns.
- There was an overlap as more children cross over to new pathways. Particularly if assessed on a non-academic pathway, some progress here could be Outstanding progress. Teacher progress meetings will address this.
- 60% of pupils on the Engage curriculum are PP, this impacts on their social and emotional skills affecting their ability to engage with subject based learning.

### Explore Pupils Progress Academic Framework

	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
EXPLORE pupils progress	25	18	72%	19	76%	17	68%	18	72%	18	72%	72%
EXPLORE PP pupils	7	5	71%	6	86%	4	57%	5	71%	5	71%	71%
EXPLORE NON-PP pupils	18	13	72%	13	72%	13	72%	14	78%	13	72%	73%

- Explore pupils are being prepared for subject specific learning, Numbers are smaller, and the balance is more even. However statistically there are less pupils on this pathway.

Develop Pupils Progress Academic Framework												
	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
DEVELOP pupils progress	76	71	93%	71	93%	74	97%	65	86%	63	83%	90%
DEVELOP PP pupils	42	40	95%	42	100%	41	98%	34	81%	35	83%	91%
DEVELOP NON-PP pupils the Academic framework	34	31	91%	30	88%	33	97%	31	91%	28	82%	90%

- This appears to be very good over 60% of this group are PP.
- We would expect most academic progress from this pathway as most of their curriculum is subject based. Target setting is likely to be around subject targets. Pupils on the develop pathway are on a single pathway, therefore easiest for teachers to track.
- A significant number of pupils on this pathway will transfer to a more suitable pathway Sept 21.
- PP Pupil attendance over lockdown may have disproportionately influenced outcomes.
- This is the most able and oldest cohort; they were best able to engage with remote learning

Discover Heltwate Pupil Progress Academic Framework												
	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
DISCOVER HELTWATE pupils progress	17	10	59%	15	88%	14	82%	5	29%	13	76%	67%

DISCOVER HELWATE PP pupils	7	4	57%	5	71%	5	71%	1	14%	4	57%	54%
DISCOVER HELTWATE NON-PP pupils	10	6	60%	10	100%	9	90%	4	40%	9	90%	76%

- Discover Heltwate pupils are the oldest at KS4 and follow a curriculum pathway focused on independence, there is some subject based teaching, but it is limited. Accreditation revolves around skills for life. Progress on the non-academic curriculum will be much greater.
- Most Discover Heltwate pupils are starting to prepare for a transfer to Olympic College post 16.
- Sample size is small, and some may change pathway,

#### Discover St G Pupil Progress Academic Framework

	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
DISCOVER ST.GEORGE'S making progress	18	13	72%	11	61%	16	89%	16	89%	4	22%	67%
DISCOVER ST.GEORGE'S PP pupils	10	8	80%	7	70%	10	100%	10	100%	1	10%	72%
DISCOVER ST.GEORGE'S NON-PP pupils	8	5	63%	4	50%	6	75%	6	75%	3	38%	60%

- These are the oldest and most able students. Time in class is weighted towards accreditation therefor not tracked on the academic framework. Subject skills are woven into the curriculum but do not always hit the learning objectives.
- The success of PP pupils somewhat reflects the pupils which attended over lockdown

### Stepping On pupil progress Academic Framework (Post 16)

	No. of pupils	READING		WRITING		MATHS		SCIENCE		PSHE		COMBINED PROGRESS
STEPPING ON pupil's progress	15	1	7%	4	27%	5	33%	2	13%	4	27%	21%
STEPPING ON FSM pupils	8	0	0%	1	13%	1	13%	0	0%	2	25%	10%
STEPPING ON NON-FSM pupils	7	1	14%	3	43%	4	57%	2	29%	2	29%	34%

- These are our Post 16 students. The curriculum does not follow an academic pathway. Formal recording only started Sept 2021.
- Accreditation covers elements of subject based learning but is non-specific, therefore recording against national curriculum outcomes is limited.
- Academically pupils may have academically plateaued, Assessment tends to focus on preparation for adult life where progress is recorded on the non-academic frameworks.



## Whole School Non-Academic Framework Progress

### NON-ACADEMIC FRAMEWORKS

#### WHOLE SCHOOL PROGRESS ON NON ACADEMIC FRAMEWORKS.

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON  (average)% making progress
		No. of pupils and % making progress		No. of pupils and % making progress		No. of pupils and % making progress			
<b>WHOLE SCHOOL PUPILS making progress</b>	201	94	47%	92	46%	82	41%	45%	71%
<b>WHOLE SCHOOL PP PUPILS making progress</b>	92	78	85%	31	34%	27	29%	45%	67%
<b>WHOLE SCHOOL NON-PP PUPILS making progress</b>	109	59	54%	59	54%	54	50%	53%	74%

- More groups have joined these pathways as the year has progressed, Earwig is not fully embedded, but expectations have increased throughout the year but has not been consistent between groups.
- There is still a significant overlap of pathways, and conflict of reporting between old and new curriculum.
- Staff have maybe focused more on establishing academic pathways.
- Some observations are just not being recorded yet.



## Engage pupil progress on Non-Academic frameworks

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			(average)% of pupils making progress
ENGAGE pupils making progress	50	34	68%	43	86%	40	80%	78%	59%
ENGAGE PP pupils making progress	20	13	65%	17	85%	15	75%	75%	49%
ENGAGE NON-PP pupils making progress	30	21	70%	26	87%	25	83%	80%	66%

- These pupils are all making good progress, this is as we would expect. The engage curriculum is preparing our youngest and least able children for classroom based academic learning.
- Targets are mainly taken from EHCP targets.
- All EYFS children are on the Engage curriculum and would not meet threshold for EYFS statutory reporting.
- These pupils are making good progress both PP and non PP. There is no significant difference.

## Explore pupils progress on the Non Academic Pathway.

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON  (average)% of pupils making progress
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			
EXPLORE pupils making progress	25	19	76%	22	88%	17	68%	77%	72%
EXPLORE PP pupils making progress	7	5	71%	6	86%	4	57%	71%	71%
EXPLORE NON-PP pupils making progress	18	14	78%	16	89%	13	72%	80%	73%

- The Explore pathway, shows the high-level achieving targets.
- Some data has been transferred from historical Cornerstone's data and may not be applied consistently across different groups.
- Pupil numbers are small, outcomes overly subject to variation.

## Develop pupil progress on Non Academic framework

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON  (average)% of pupils making progress
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			

DEVELOP pupils making progress	76	29	38%	20	26%	17	23%	29%		90%
DEVELOP PP pupils making progress	42	12	29%	6	14%	6	14%	19%		91%
DEVELOP NON-PP pupils making progress	34	17	50%	14	41%	11	32%	71%		90%

- This demonstrates the success of the different curriculum pathways. The skill is to ensure students are on the right pathway.
- Pupils on this pathway are not following an academic, accredited pathway. Less evidence is recorded in this format.
- This group show excellent academic progress, however there were classes transitioning to new pathways. In subsequent years we may see more data recorded here.
- Priority was given to the academic framework. Social and Emotional or PFA outcomes might not routinely and consistently be recorded on EHCPs.

## Discover Heltwate pupil progress on the non academic frameworks.

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			(average)% of pupils making progress
DISCOVER HELTWATE pupils making progress	17	0	0%	0	0%	8	47%	16%	67%
DISCOVER HELTWATE PP pupils making progress	7	0	0%	0	0%	3	18%	6%	54%
DISCOVER HELTWATE NON-PP pupils making progress	10	0	0%	0	0%	5	50%	17%	76%

- Pupils on this pathway are following an academic, accredited pathway. Less evidence is recorded in this format. We do not expect data to be recorded twice. If we look at accredited outcomes there is little or no gap. Again, accreditation outcomes in some cases were a casualty of Covid.
- Are all pupils on the correct pathway?
- Many of these pupils have plateaued academically but follow an accredited curriculum Preparing for Adulthood. Progress is recorded often against next steps and Post 16 transition.

## Discover St Georges pupil progress on the non academic framework.

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			(average)% of pupils making progress
DISCOVER ST.GEORGE'S pupils making progress	18	6	33%	0	0%	0	0%	11%	67%
DISCOVER ST.GEORGE'S PP pupils making progress	8	2	25%	0	0%	3	38%	21%	72%
DISCOVER ST.GEORGE'S NON-PP pupils making progress	10	4	40%	0	0%	0	0%	13%	60%

- Pupils on this pathway are following an academic, accredited pathway. Less evidence is recorded in this format. We do not expect data to be recorded twice. If we look at accredited outcomes there is little or no gap. Again, accreditation outcomes in some cases were a casualty of Covid.
- Outcomes evidence the success of the different pathways. However, there is a gap. This in part relates to the ability to access home learning effectively, attendance over lockdown and individual priorities to complete accredited outcomes. This data is not too relevant in this case.

## Stepping On pupil progress on the non academic framework.

	No. of pupils	INDEPENDENT LIVING		PERSONAL CARE & SELF HELP		CLASSROOM SKILLS		COMBINED	ACADEMIC FRAMEWORK- FOR COMPARISSON  (average)% of pupils making progress
		No. and % of pupils making progress		No. and % of pupils making progress		No. and % of pupils making progress			
STEPPING ON pupils making progress	15	6	40%	6	40%	0	0%	27%	21%
STEPPING ON FSM pupils making progress	8	3	38%	3	38%	0	0%	25%	10%
STEPPING ON NON-FSM pupils making progress	7	3	43%	3	43%	0	0%	29%	34%

### Information I think is important to bear in mind.....

These are our Post 16 students and are not strictly speaking Pupil Premium, we have used FSM for the purposes of Data collection. These are our most complex students. They work on an accredited curriculum focused on Preparing for Adulthood and transition into Post 19 education. Accreditation covers elements of these areas, but progress is often not recorded twice. Going forward, EHCP target work should take up a large % of the progress made. These needs embedding into post 16 this year. Target setting needs to develop.

Barriers to future attainment	
In school Barriers	
1A	High levels of communication difficulty often relating to their disability, <b>Across the school this has not been helped by isolation due to lockdown.</b>
1B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills. <b>Not helped by isolation due to lockdown, additional events have been planned and the curriculum adapted throughout the year to address this.</b>
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 <b>Not helped by isolation due to lockdown</b>
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) <b>This gap has increased under Lockdown and the ability to engage with remote learning has proved to be less. Overall school attendance in 2020-21 was 93.2%. Non-PP students' attendance was 94.4% and PP students' attendance was 91.9%. During the 2 lockdowns 36% and 40% respectively of PP attended. This is statistically weighted against PP students as Key workers and vulnerable only were asked to attend. This is often not the FSM children.</b> <b>Our lowest attendees in the school are all PP who have returned to school and needed a lot of encouragement to reengage with School post Covid. Attendance across the year for all of these was less than 50%.</b>
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. <b>Increased difficulty accessing remote home learning</b>
2C	Some pupil premium children do not have access to ICT, including access to internet resources at home. <b>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.</b>
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. <b>This has been particularly exacerbated by lockdown.</b>

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, therapy 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. Assessed through their personalised curriculum. No residential took place. No class trips took place. Many engagement and social events happened virtually. (Theatre, concerts, Assemblies, parents' eves, charity events, online shop, sports events, rewards events, prom etc).
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. Welfare checks took place, and detailed home learning packages for those able to engage. 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'. Significant FSM and voucher support.
3E	Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Overall PP attendance in line with 'other' pupils  100% of PP students who left the school in the summer of 2021 went on to further education or employment. All remain in their new settings at the point of writing, indicating that transition was successful.
3F	Students make and retain friendships and develop support networks into adult life. SCERTS and other Social and Emotional trackers.	Children have less fallouts 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. Small class bubbles and reduced unsupervised time was very positive for some students. Earwig non academic curriculum introduced, will be fully in place Sept 21.



3G	Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity.	<p>Children talk about their future with enthusiasm  Children talk about academic targets with excitement  Children set/attempt challenging targets</p> <p>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. New local offer produced.</p>
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	<p>Parental feedback, Data and EHCP targets.</p> <p>This was a good opportunity to engage with parents. ICT support sessions, support for reading, assemblies, curriculum days, assembly activities introduced. We had good feedback from parents.</p>

## 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	<p>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.</p> <p>School needs to be calm, and children settled into the new norm.</p>	<p>Observation Transition timetables prepared with parents. Consistent adult. Appears in school tracker. Through NAS accreditation review.</p>	AA	<p>Staffing in place. General absence has affected our ability to consistently enhance staffing.</p>	£19680
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.	<p>Observation Reintegration rates into classes Foundation Curriculum fully in place. New classrooms set up.</p>	AA	<p>Some small groups in place. All groups now getting larger and started to enhance staffing further.</p>	£15,028
1A 1F 2D 3A 3G 3H	Enhanced staffing in R4, Yellow, Amber Coral, Green to support Year 7 catchup	Year 7 are spread through several groups. 2 of these being nurture or higher need.	Rates of progress in line with the rest of the school.	AA	<p>This staffing has been in place. Other factors have effected outcomes. Annual review Tracker data</p>	£7,769
1A 1B 1F 3C	Curriculum days	<p>RE day, Science &amp;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.</p>	<p>Curriculum leader's folder Performance management Teacher feedback Timetabled in advance. Line management</p>	AA	<p>Biannual cycle, approx. 1 day per month</p> <p>On the whole these took place in a virtual format. They did not necessarily incur the costs that live events would. Some external</p>	<p>£0</p> <p>No cost due to covid</p>

		Many have not been completed due to Lockdown, our aim was to try and catchup this year.			theatre and shows were bought in.	
1B 1C 3A 3C 3F 3G 3I	Gatsby Bench marking resources. Promote careers education. Supporting work experience at KS4	Help provide, career opportunities for pupils, providing staffing and travel. Gatsby recommendations.  Provide work experience  Provide speakers and resources.  Develop post 16 and post 18 choices.	Curriculum scrutiny. Report to governors Through Curriculum budgets.  Additional accreditation	AA	Biannual cycle  Work experience with ACE has taken place whilst school has been functioning more normally. This is a target which needs to roll into the following year.	£700
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 £8,371
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. Some of these did occur virtually. Generally there was no cost attached.	£0  No cost due to covid
3A 3G	Ensure the quality of teacher assessment and monitor the variety of teaching and learning opportunities Purchase Earwig and set up with Heltwater 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	Earwig fully embedded Sept 2021. Lots of training taken place. Fully launched now.	Earwig software and training £1,136
1B 1C	To give breadth and variety to the curriculum which leads to greater	Each class receives a social budget which is used predominantly to enable pupils to	½ termly tracker	KP	Mostly this has been a casualty of	Cornerstones £600


3C 3F	engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging Class Social outings/Cornerstones memorable experience money.	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	Progress towards EHCP targets		Covid. Trips and visits have not taken place.  Annual review.	Subscription cost
1A 1B 2D 3D 3F 3H 3I	Promote the Munch Box Cafe breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging	Provide work experience for KS4 and 5, and accreditation opportunity.  Fund for PP pupils to attend cafe with peers  Encourage parents to attend school.	Through curriculum monitoring	KC, Class teacher	This has been a casualty of Covid, although some virtual events have taken place.	No cost due to covid
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	School has had reasonable success with this. In many cases virtual meetings have been better attended.	
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	Lots of on-line learning has taken place. Much more than in a normal year. All staff were provided with a remote training package.	£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)	Improvement plans	ACB	Generally these resources were not needed.	No cost due to covid

		Mental health and wellbeing resource				
		Outdoor play equipment				
		Sensory equipment				

**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	Specialist staffing in place. General absence rates and non engagement of SALT did not lead to great effectiveness. Covid Casualty.	£3936 
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	Staff absence led to reduced support, casualty of Covid.	 £6942
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.	External provider Line management.	ACB	LA music Therapist wouldn't work with children due to covid. We recruited an independent 'music man' is working with most class groups 2 days per week. Very pleased with the outcomes. Needs formalising for Sept.	£4163  Reduced due to covid

1E 3A 3G 3H	Additional Sensory integration	Additional Occupational Therapist 1 day week, provides programmes and support for the whole school.		AA	Independent OT appointed. Has been in school all the time school has been open. Targeted approx. 6 individuals and some whole group intervention.	£4800 OT Provision increased
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.  Provide training for class teachers.	External provider Line management.	AA	Casualty of Covid. Carry forward.	£1968 Reduced
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	Casualty of Covid and Therapist then did not return to school following maternity and lockdown.	£2448 Reduced
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 pro-loquo2 go, Walking frames, hoists. Adaptive life skills technologies (talking scales etc technology		AA	The school has started to invest heavily in this area. Item to roll to following year.	

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	<p>To encourage greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging.</p> <p>Rewards &amp; Learning incentives. Behaviour Incentives and reward plans. Attendance rewards</p>	<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 school's ethos and particularly the new behaviour policy and systems – rewarding &amp; celebrating positive behaviours through the new house system.</p> <p>Our tracking indicates that students are influenced by the reward system. Behaviours for learning 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> <p>Additional play equipment bikes go carts etc. due to difficulty sharing between classes.</p>	<p>Weekly good work assemblies</p> <p>Monitoring of house system.</p> <p>Commendation assembly, star pupil.</p> <p>Development of DOJO and IRIS.</p> <p>Development of Earwig parent portal</p>	ACB	<p>Casualty of Covid.</p> <p>Although some virtual work was completed. Relaunch Sept 21.</p>	<p>No cost due to covid</p> 
1A 1B 1C 1D 3F	<p>Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development</p> <p>Development of Gross Motor skills, creativity and imagination through dance performance and Physical Activity</p>	<p>Many of our students struggle to access literacy and communication through the written word.</p> <p>We provide sessions allowing pupils to express their emotions, tell stories and recount stories which they have learned.</p>	School tracker showing overall progress	KP,	Casualty of Covid.	No cost due to covid
1B 1C 1D 3C 3F 3G	<p>Lunchtime / breaktime sports/activity coaches.</p> <p>Youth Dreams Sports Coaches,</p> <p>Roar Stars sports coach.</p>	<p>We promote healthy lifestyle choices for our pupils by enabling them to access sporting activities adapted to meet their specific special educational needs.</p>	<p>Students are returning to lessons in a more positive and disciplined way than if they have not taken part.</p> <p>Observation SIP</p>	ACB/RM	<p>Termly Covid casualty but starting to re-establish. Lots of additional work here. Additional sports coaches and re-established links with partner schools.</p>	No cost due to covid

	Arthur Mellows Jack Hunt and Oundle school Post 16 students.  Provide play equipment	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.			Overall progress monitored through tracker and EHCP targets.	
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	Summer school ran for 40 students for 1 week. However, this was funded from the 'Summer Holiday Catchup funding' Approx funding 18K	No cost due to covid
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.  It continued to run until first lockdown. Approx 24 children attended at least 1 day per week for a fixed 10 week block.	Line management UPS responsibility	CJ	This has not been running and is a casualty of Covid. It has not yet re-established.	No cost due to covid
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	Curriculum audit	KP	Mostly a casualty of Covid. Some virtual events ran and Yr11 and 14 prom took place f2f	No cost due to covid



		riding, sailability, swimming, Gym membership Year11 and 14 leavers prom.				
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	In place.	£8000
1C 1D 2E	Personal care and appropriate clothing	Outdoor clothing and PPE  Hygiene products, Period poverty, Replacement clothes			Much provided but combined with additional Covid costs for PPE and Cleaning	£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	Mostly covered by Covid catchup grants and additional funding.  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	Lunchtime arrangements have changed to accommodate bubbles. These are unlikely to return to previous arrangements. Overall progress monitored through tracker and EHCP targets.	£8000