


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
 Heltwate School 2021 - 2025	
Number of R – Yr11 pupils in school	195
Proportion (%) of pupil premium eligible pupils	47%`
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adam Brewster, Headteacher
Pupil premium lead	Adam Brewster
Governor	Jackie Dodds Q&O Committee.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,990
Recovery premium funding allocation this academic year	£25,520
Pupil premium funding carried forward from previous years	£6,474
Total budget for this academic year	£137,984

Part A: Pupil premium strategy plan

Statement of intent

<p>Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we see some variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:</p>	
<p>Challenges to future attainment</p>	
1A	High levels of communication and engagement difficulty often relating to their disability.
1B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills. Limited opportunities for community participation.
1C	SEND - Physical, Cognitive and Social and emotional disability, medical needs, 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.
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, Inability to access a subject based curriculum. Some students have very limited functional experience due to lack of life skills situations, money, measuring, time etc
1G	Attendance of PP students (92%) is lower than that of non PP (94%) (2020 - 21) This gap has increased under Lockdown and the ability to engage with remote learning has proved to be less.
1H	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. Poor home learning environment, Increased difficulty accessing remote home learning
<p>At the heart of our approach is high-quality teaching focussed on 5 different curriculum pathways that provides all pupils with a personalised curriculum. Robust diagnostic assessment of need via individual EHCP and ILP targets ensure all pupils receive an appropriate broad and balanced curriculum.</p> <p>Our strategy will benefit all pupils in our school where funding is spent on whole-school approaches, outcomes for disadvantaged and non-disadvantaged pupils will improve alongside each other.</p> <p>We will provide all pupils with support with transitions, develop independence, PfA and work experience, careers guidance and further and higher education guidance is available to all.</p> <p>Our strategy is integral to wider school plans for education recovery and supports the key school priorities and additional funding available via the covid support packages. e.g. National Tutoring Programme for pupils that have been worst affected. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require for the next steps.</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment for disadvantaged pupils on all curriculum pathways relative to their starting points as identified through baseline assessments.</p>	<p>Pupils are placed onto the correct curriculum pathways that suits their individual needs and allows them opportunities to succeed. Individual ILP are set for each child to support their learning and next steps and form that individual curriculum for the child. Evidence on how these targets are achieved will be seen on our school assessment system Earwig, evidence will be monitored and moderated by peers and through pupils progress meetings, lesson observations and professional dialogues. Pupils in KS4 have unique scaffolded accreditation plan which prepares them from their Post 16/Post 19 educational move</p> <p>Nominal 3-year strategy before fully embedded in 2024/25.</p>
<p>Improved communication to develop self-regulation, access to learning and social development. Increasing self-esteem and important skills for emerging adulthood.</p>	<p>Improve skill level of teaching and embedding alternative communication methods within teaching to support language and communication. Evidence of working collaboratively with outside agencies e.g. speech and language through reports to develop pupils communication. Decrease in the amount of behaviour incidents in key pupils across the school. Individual assessment records and evidence on earwig to show progress in communication e.g. PECS assessment, Phonics phase levels. Embedded pre writing and Pre reading skills within the Engage curriculum pathway with in school to support literacy development. Increased skill levels in staff.</p> <p>Embedded 2024/25.</p>
<p>Extend opportunities for pupils to extend learning beyond the classroom.</p>	<p>Pupils across the school will have access to a wide range of activities and the community to develop their own preparing for adulthood skills e.g. lifeskills, social and functional communication. Pupils take part in extracurricular activities e.g. horse riding, as well as Forest School to develop their love of additional activities. Evidence of these skills can be seen on a child ILPs, parental confidence in taking child out into the community. Conduct scores improved. Attendance and engagement improved.</p> <p>Initially June 22.</p>

<p>Develop greater confidence and independence to help them engage more fully with the wider community, careers education, post 16 opportunity and prepare for adulthood.</p>	<p>Pupils will have a wider range of community skills that prepare them for adulthood, progress can be seen on a Earwig soft skill tracker. Pupils are achieving ILP targets in line with their long term outcomes and their dreams and aspirations. Students will complete appropriate work related experience or access alternative provision to prepare them for adulthood or next stage of their academic journey e.g. post 16. Our in house behaviour tracker will show a decrease/nil behaviour report when accessing the wider community which will evidence confidence and engagement with society.</p> <p>Starting to see impact July 2021. Fully embedded 2023.</p>
<p>Pupils develop appropriate self-regulation, mental health support and sensory strategies</p>	<p>Attendance, behaviour logs, professionals reports, pupil feedback</p> <p>Pupils will have strategies to support their own self-regulation this will be independently or adult led to support their needs evidence can be seen through decrease in behaviour logs, professionals working together to support children and parents. Evidence can be seen from notes and tracking of sensory diets from sensory integration specialist OT, CAMBs Strategies and medical reports that have been implemented at home and school, an increase in attendance at school of key pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Quality of Teaching

Budgeted cost: **£68,456**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing for 1:1 recovery work often with transition into school.</p> <p>To provide working routines for pupils. To accelerate all areas of engagement into the curriculum across the school</p>	<p>Pupils often arrive at Heltwate after long periods of working 1:1 away from the cohort of their mainstream class, 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 ASC traits this extra support is invaluable. This support will be evidenced through progress in all areas of learning, particularly, greater engagement level and sensory regulation levels are maintained</p> <p>School needs to be calm, and children settled into the new norm.</p>	<p>ADEFGH</p>

	£20,659	
Early Career Teachers (ECT)	Provide additional SEND expertise to training to support and accelerate quality of teaching. £1,123	ACE
Create smaller Engage learning intervention groups which will prepare children for learning.	Create additional intervention groups for children that have not yet developed core learning skills, and still require a very individualised hands-on curriculum, HLTA role plus additional TA staffing. £9,158	ABDEF
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. £1,000	BFH
Promote careers education. Supporting work experience at KS4 and transitions into KS5 Gatsby Bench marking resources.	Help provide, career opportunities for pupils, providing staffing and travel. <ul style="list-style-type: none"> • Gatsby recommendations. • Provide work experience • Provide speakers and resources. • Develop post 16 and post 19 choices. £7,000	ABCDFH
Equality Mark	Working with all key stakeholders to work towards the Equalities Award, which will provide support and guidance for schools to effectively promote equality, diversity and inclusion and allow Heltwate school to showcase our commitment to equality. Ensure engagement. Remove barriers and increase understanding. £600	ACD
Forest Schools	Forest Schools will allow pupils to grow in confidence as a result of the freedom, time and space they are given in their learning. Activities such as sharing tools and participating in play helps to teach the children to work together as a group, which strengthens their bonds and social skills. £10 000	BDEF
Herbology	Herbology will all pupils to develop their communication and interpersonal skills, develop their ability to work as part of a team or use their own initiative, give them opportunities to develop planning skills and manage projects. £11,400	BDEF
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	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 communication and numeracy skills can be practically developed. This is a tried and tested formula and success can be evidenced through the tracking.	BDFH

memorable experience money.	This will be particularly important following full lockdowns. £3,135	
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. £380	BDFH
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 and pupils in selecting of their post 16 placements, attending youth Club In school visits to providers. Supported parent visits	BCDH
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, Equality Mark. (ELSA) The Emotional Literacy Support. (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Support collaborative learning Cluster meetings and shared events, Additional salary for HLTA on training days. Additional Team Teach Trainer Additional SIP visit. Diane Rochford Additional Support for ECT Additional training time for HLTA and specialist TA training. £3,000	ACEF
Specialist resources	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 in classrooms, Additional ICT resources to support progress in classrooms (ipads) £1,000	ABCEF

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£45,474**

Activity	Evidence that supports this	Challenge number(s) addressed
<p>Improve speech and communication skills, enabling students to access and respond to the curriculum.</p> <p>Specialist Teaching Assistant- Speech, Language and Communication</p>	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p style="text-align: center;">£5,138</p>	<p>ABD</p>
<p>TLR3 for autism Accreditation Lead</p>	<p>National Autistic Society Action plan is in place to continually monitor and strive to develop in school practises to support the accreditation mark for Autism – led by key member of staff within school.</p> <p>Identify pupils across the school who would benefit from enhanced resourcing and then to work with class teachers to ensure quality delivery in class and develop whole school awareness.</p> <p>Tracker shows narrowing of gap for communication.</p> <p>Staff training completed</p> <p style="text-align: center;">£2,879</p>	<p>ACDEF</p>
<p>Additional Sensory integration</p>	<p>Additional Occupational Therapist 1-day a week, developing programmes for sensory regulation which will increase engagement and support for key children and whole school.</p> <p style="text-align: center;">£9,500</p>	<p>ABE</p>
<p>Additional targeted ICT equipment</p>	<p>Touch Screen PC's Armoured computer furniture</p> <p style="text-align: center;">£2,158</p>	<p>AEFH</p>
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>Sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Cause and effect toys</p> <p style="text-align: center;">£3000</p>	<p>ABCE</p>
<p>Targeted Music Engagement/Therapy</p>	<p>Presently an independent 'music man' is working with selected class groups 2 days per week. to provide specialist music for targeted classes which increases communication, self esteem and engagement levels.</p> <p style="text-align: center;">£7,600</p>	<p>ABDE</p>
<p>To provide Specialist equipment to access curric, due to increasing levels of</p>	<p>Provide touch screens for VI pupils, Specialist seating, I –pads to support pro-loquo2 go, Walking frames, hoists.</p>	<p>ACE</p>

<p>'High Needs' of new pupils to the school. (Profile of school changing to mainly SLD).</p>	<p style="text-align: center;">£12,500</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Music man developing Develop pre reading and writing strategies.e.g.Squiggle while you wiggle, Dough Disco, Targeted reading. Jo Jingles, Music Bag</p> <p>Tuition Partners top up £2400</p> <p>Resources for above £300</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>ABCDE</p>

Wider strategies

Budgeted cost: **£30,549**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional SIP time to support the transition from MLD to SLD.</p>	<p>Ensure more rapid development of expertise. £600</p>	<p>EF</p>
<p>Provide additional apprenticeship teachers.</p>	<p>Develop more rapid knowledge acquisition of SEND and related procedures. Particularly important following the previous disrupted year. £2,247</p>	<p>ACEF</p>
<p>Develop the sense of belonging by encouraging greater engagement, enjoyment of school and social and emotional involvement.</p> <p>Rewards & 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 & celebrating positive behaviours through the 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.</p> <p>Additional play equipment bikes go carts etc. due to difficulty sharing between classes. £1,500</p>	<p>CDGH</p>
<p>Develop structure activities at unstructured times e.g. lunchtime/playtimes to engage pupils by using sports/activity coaches. Youth Dreams Sports Coaches, £</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. 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.</p>	<p>ABD</p>

Roar Stars sports coach. £ Arthur Mellows Jack Hunt and Oundle school Post 16 students. £ Provide play equipment £	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. £4560	
To extended community access and extra curriculum experiences for all	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 Year 11 and 14 leavers prom. £2,300	BDEF
After School Club	We have previously provided 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. We have not reopened to date. No cost due to Covid	BDH
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. This was covered by the governments holiday scheme summer 21. No cost due to Covid	BDH
Training Year 9–11 pupils to use public transport.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	BCF
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. No cost due to Covid	BCGH
Welfare Manager	Support pupil, families, and staff as appropriate. Drop in at the Café. £8,870	BCGH
Personal care and appropriate clothing	Outdoor clothing and PPE Hygiene products, Period poverty, Replacement clothes £500	CH
To extend learning through lunchtime to develop individual life skills.	Appoint Lunchtime Assistant & Pupil Support Assistant. £9,972	ABCF

Total budgeted cost: £144,479

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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.

[Please see the detailed 2020 - 21 review on our website.](#)

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' and tracks against individual set targets. 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 often relate to social and emotional development and independence skills and not academic targets.

Children following an engage curriculum have little recorded against 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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the 2019 -20 year small gaps have started to appear in some areas.

We are working hard to establish how to draw comparisons between the different pathways.

Externally provided programmes

Programme	Provider
National Tutoring programme.	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service children's families were such that they both continue to require high levels of support.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.