


Pupil Premium 2021 / 2022 Review Document (updated Jan 22, and reviewed Nov 22) 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 |
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|  <p style="text-align: center;">Heltwate School 2021 - 2025</p> | |
| 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

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| <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.</p> <p>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</p> | |

by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 |
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| Improved attainment for disadvantaged pupils on all curriculum pathways relative to their starting points as identified through baseline assessments. | <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> |
| Improved communication to develop self-regulation, access to learning and social development. Increasing self-esteem and important skills for emerging adulthood. | <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> |
| Extend opportunities for pupils to extend learning beyond the classroom. | <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</p> |

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| | improved. Attendance and engagement improved. Initially June 22. |
| Develop greater confidence and independence to help them engage more fully with the wider community, careers education, post 16 opportunity and prepare for adulthood. | 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. Starting to see impact July 2021. Fully embedded 2023. |
| Pupils develop appropriate self-regulation, mental health support and sensory strategies | Attendance, behaviour logs, professional's reports, pupil feedback 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. |

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** Actual Costs: **£69,662**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review 2021-22 |
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| Additional staffing for 1:1 recovery work often with transition into school. To provide working routines for pupils. To accelerate all areas of | Pupils often arrive at Heltwate after long periods of working 1:1 away from the cohort of their mainstream class. Social disadvantage and a lack of expectation often contribute to a lack of progress. 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 | ADEFG H | 26 pupils transitioned into Heltwate, 2021-22. 9 were EYFS who needed a slow transition Post Covid following no previous childcare experience. 6 pupils continued to require additional support to enable |

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| engagement into the curriculum across the school | <p>engagement level and sensory regulation levels are maintained</p> <p>School needs to be calm, and children settled into the new norm.</p> <p>The EEF state that small group tuition can lead to an additional 4 months progress and this is in line with our experience and expectations.</p> <p>Budget £20,659 Actual £20,059</p> | | them to attend. 2 are still supported additionally. |
| Early Career Teachers (ECT) | <p>Provide additional SEND expertise to training to support and accelerate quality of teaching.</p> <p>Budget £1,123 Actual £1,133</p> | ACE | 1 ECT in post, 1 apprentice teacher, 3 new HLTAs training. Very detailed induction process and additional CPD. All NQTs successful. We have extended this to support 5 new teachers in post and those covering maternity. |
| Create smaller Engage learning intervention groups which will prepare children for learning. | <p>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.</p> <p>The EEF state that small group tuition can lead to an additional 4 months progress and this is in line with our experience and expectations.</p> <p>Budget £9,158 Actual £13,608</p> | ABDEF | <p>This is becoming an increasing profile of the school. All groups in LS smaller, Generally Engage groups smaller.</p> <p>Development of Blue corridor and changing profile all require smaller groups.</p> <p>PSAs appointed to provide mid-day support</p> |
| Curriculum days | <p>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.</p> <p>Many have not been completed due to Lock-down, our aim was to try and catchup this year.</p> | BFH | <p>These returned this year following Covid very successfully.</p> <p>NSPCC number Day. World Book Day, PE and Sensory Day, Kids Day Out, Science and Outdoor Learning, Online Safety Day, Harvest, Christmas/Advent Party Day.</p> |
| Promote careers education. Supporting work experience at KS4 and transitions into KS5 Gatsby Bench marking resources. | <p>Help provide, career opportunities for pupils, providing staffing and travel.</p> <ul style="list-style-type: none"> • Gatsby recommendations. • Provide work experience • Provide speakers and resources. • Develop post 16 and post 19 choices. <p>Budget £7,000 Actual £7,900</p> | ABCDF H | <p>Excellent progress.</p> <p>New leadership and Assistant Leader main site.</p> <p>Established compliance and statutory obligations.</p> <p>Audit completed, Policy, curriculum and SOW all established, Whole school training, new resources, training for leadership, It is a whole school priority.</p> |

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| | | | Careers/ 'My Future' embedding across the school. External partners appointed. |
| 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. Budget £600 Actual £600 | ACD | Audit and visits completed, nearing completion. |
| 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. https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Budget £10 000 Actual £6,024 | BDEF | Established part of the curriculum now, all classes taking part in a safe and organised environment with specialist teaching and equipment. Some disability access created. Ecco Award achieved. Strong trained leadership. Next steps in place. |
| Herbology | Herbology will enable 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. https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Budget £11,400 Actual £6,919 | BDEF | Outdoor learning established at St G. Staff trained and ideas and curriculum and accreditation developed. Successful part of the curriculum. We will continue to develop this ourselves next year. |
| To give breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense | 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 | Following Lockdown class visits have resumed and the support for whole school events has been appreciated. |

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| of belonging Class Social outings/Cornerstones memorable experience money. | This will be particularly important following full lockdowns. | | |
| 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. | BDFH | Munch Box Café has resumed and runs each week. 2 classes of pupils from mainsite have been using it on a weekly rota as a community engagement activity. All St G classes (48 pupils) are using it weekly as prep for adulthood activity. Post 16 pupils are using it as a work exp. Employer. Parental attendance is starting to increase again and supports engagement with neighbours and local community. It has provided catering for Mac Millan, Harvest, the leavers do, and other inhouse events. |
| 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 | School supported approx. 15 sets of parents to make choices. School sign posted and supported open evenings and 'marketplace' activities in other establishments. Etc. |
| 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. Behaviour supports teaching and learning. Children need routines and consistency. Behaviour is paramount for great teaching and learning. | ACEF | Full staff training for; Number Sense Team Teach training for all staff. Additional trainer completed 4-day course. Staff Mental Health and Wellbeing awareness raised and CPD in place. Literacy support and training for all, Twinkle Phonics, Dough Disco, Squiggle Whilst you Wiggle, Colourful semantics, communication. NAS training for all; Sensory Circuits. Neurological development, Covid Recovery, communication, |

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| | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Focus on teaching learning behaviours.</p> <p>Additional Team Teach Trainer</p> <p>Additional SIP visit. Diane Rochford</p> <p>Additional Support for ECT</p> <p>Additional training time for HLTA and specialist TA training.</p> <p>Budget £3,000 Actual £6,384</p> | | <p>Use of symbols. Intensive Interaction</p> <p>Disability training, Postural Care, Moving and handling, trained 2 trainers.</p> <p>Specialist ICT training. Many sessions and weekly drop in for staff.</p> <p>HLTAs paid overtime to attend on training days</p> <p>Behaviour audit completed and report shared</p> |
| Specialist resources | <p>Interactive sensory stories. Book bags</p> <p>RSE curriculum. Sex and relationships</p> <p>Social and emotional books growing up, using a toilet (Tom and Ellie)</p> <p>Mental health and wellbeing resource</p> <p>Outdoor play equipment</p> <p>Sensory equipment in classrooms,</p> <p>Additional ICT resources to support progress in classrooms (ipads)</p> <p>Budget £1,000 Actual £2,519</p> | ABCEF | Range of equipment purchased. |

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

Budgeted cost: **£45,474** Actual Costs: **£39,430**

| Activity | Evidence that supports this | Challenge number(s) addressed | |
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| <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>The EEF toolkit also states a potential 5 months progress can be expected when delivering Oral language interventions.</p> <p>Budget £5,138 Actual Costs: £5,199</p> | ABD | <p>Lead Staff appointed</p> <p>Additional OT hours</p> <p>Significant tutoring taking place.</p> <p>Provided cover for staff training.</p> <p>Purchased communication choice boards.</p> <p>Whole staff communication training planned Jan 2022</p> |

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| TLR3 for autism Accreditation Lead | <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> | ACDEF | TLR post continued. Reaccreditation underway, being advised to complete advanced accreditation, Visible whole school impact. |
| Additional Sensory integration | <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>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p> <p>Budget £9,500 Actual Costs: £9,250</p> | ABE | <p>Worked with approx. 21 children Individually.</p> <p>Additional in class programmes for 5 additional groups.</p> |
| Additional targeted ICT equipment | <p>Touch Screen PC's Armoured computer furniture</p> <p>Budget £,2158 Actual Costs: £4,148</p> | AEFH | <p>Touch screens Ergo arms Rise and fall interactive TV.</p> |
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. | <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 EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p> <p>Budget £3000 Actual Costs: £1,073</p> | ABCE | <p>Much classroom-based equipment purchased. Sensory base established.</p> <p>Some targeted resources at individuals.</p> <p>Sensory circuits run 3 days per week.</p> <p>Central store started in school for equipment, weighted blankets, fidget toys etc. Individual sensory plan being developed as part of booking system.</p> |
| Targeted Music Engagement/Therapy | <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> | ABDE | <p>Very successful, extended to 5 days per week and has included Jo Jingles who works with classes.</p> |

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| | Budget £7,600 | | Somewhat converted this to tutoring. |
| To provide Specialist equipment to access curric, due to increasing levels of 'High Needs' of new pupils to the school. (Profile of school changing to mainly SLD). | Provide touch screens for VI pupils, Specialist seating, I –pads to support pro-loquo2 go, Walking frames, hoists. Budget £12,500 Actual Costs: £0 | ACE | Increased demand for this. Postural seating adaptions, Ergo arms for ICT This year much of bill picked up by health. |
| 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. | Music man developing Develop pre reading and writing strategies e.g. Squiggle while you wiggle, Dough Disco, Targeted reading. Jo Jingles, Music Bag Tuition Partners top up Budget £2400 Actual Costs: £7,207 Resources for above £300 One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | ABCDE | Tuition in place for 98 pupils totalling 586 hrs. Increased provision planned for 2022-23. |

Wider strategies

Budgeted cost: **£30,549** **Actual Costs: £90,484**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | |
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| Additional SIP time to support the transition from MLD to SLD. | Ensure more rapid development of expertise. £600 | EF | This was funded by the LA |
| Provide additional apprenticeship teachers. | Develop more rapid knowledge acquisition of SEND and related procedures. Particularly important following the previous disrupted year. £2,247 | ACEF | 1 teacher completed training this year, another has started. Another committed for next year. As a target this has expanded across the school more HLTAs difficulty recruiting. |
| Develop the sense of belonging by encouraging greater engagement, enjoyment of school and social and | 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 – | CDGH | US playground replaced and used as a reward/sensory/PE venue. Equipment servicing, bike go cart, scooters etc. |

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| <p>emotional involvement.</p> <p>Rewards & Learning incentives. Behaviour Incentives and reward plans. Attendance rewards</p> | <p>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 reward scheme exists for rewarding good or improved attendance.</p> <p>Additional play equipment bikes go carts etc. due to difficulty sharing between classes.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools £1,500</p> | | <p>Class Teams reward activity. Additional play equipment. Employed play leaders. Play equipment</p> |
| <p>Develop structured activities at unstructured times e.g. lunchtime/ playtimes to engage pupils by using sports/activity coaches. Youth Dreams Sports Coaches, £ Roar Stars sports coach. £ Arthur Mellows Jack Hunt and Oundle school Post 16 students. £ Provide play equipment £</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>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.</p> <p>£4560</p> | <p>ABD</p> | <p>Lunchtime sessions introduced by Youth Dreams, Roar, Music Man, Jo Jingles.</p> <p>PSAs in post working across lunchtime.</p> |
| <p>To extended community access and extra curriculum experiences for all</p> | <p>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.</p> <p>Education Endowment Trust Toolkit. Provision of a range of initiatives to extend children's experiences see https://www.google.com/search?q=www.+Gov.uk%2Fpublications%2Fthe-pupilpremium-how-schools-are-spendingthe+funding-successfully&rlz=1C1GCEU_enGB874GB874&oq=www.+Gov.uk%2Fpublications%2Fthe-pupilpremium-how-schools-are-spendingthe+funding-</p> | <p>BDEF</p> | <p>Trips and visits returned and Subsidised. Horse riding Wickstead Park. Bus passes for independent travel. Dof E expedition subsidy. Sailability Residential. Extra training for EVC.</p> |

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| | successfully&aq=chrome..69i57.1331j1j7&sourceid=chrome&ie=UTF-8 | | |
| After School Club | <p>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.</p> <p>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</p> | BDH | Not run since pupils returned after Covid. |
| Summer and Easter holiday clubs + Transport | <p>Students make and retain friendships and develop support networks into adult life.</p> <p>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. Budget £2,000 Actual £1,713</p> | BDH | Summer club Aug 22. Ran for 22 pupils, school targeted 40. 18 families failed to attend that had signed up. Living sport donation topped up by PP. |
| Training Year 9–11 pupils to use public transport. | <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p> | BCF | <p>Started again in a very reduced format.</p> <p>Presently receiving free bus passes.</p> |
| Parents support learning at home which results in enhanced learning and progress. | <p>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</p> | BCGH | Completed but now not relevant, |
| Welfare Manager | <p>Support pupil, families, and staff as appropriate. Drop in at the Café.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p> <p>Budget £8,870 Actual £9,178</p> | BCGH | Work load and need enormously increased. Hand over from social care to schools significant. |
| Personal care and appropriate clothing | <p>Outdoor clothing and PPE</p> <p>Hygiene products, Period poverty, Replacement clothes</p> | CH | Equipment for Forest schools, Café, sensory, overalls and boots, wellies etc for farm visits, horse riding etc. |
| To extend learning through lunchtime to | Appoint Lunchtime Assistant & Pupil Support Assistant. | ABCF | 6 appointed to provide additional necessary support. |

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| develop individual life skills. | Budget £9,972 Actual £69,599 | Lunchtimes running much more smoothly and better meeting needs. |
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Total budgeted cost: £144,479 Total Actual Costs: £201,289

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Following on from 2020-21 due to COVID-19 many objectives for pupil premium spending 2020 – 21 were rolled into 2021 -22. Mostly these have been successful and had impact across the school.

Please see the End of Year Pupil Progress against expectation document for 2021 -22.

Numbers of FTE for PP students has risen this year and Hovers at Approx. 50%.

Historically there has been very little or no gap between PP and non-PP children. From Sept 2020 a school wide new curriculum has been introduced identifying 6 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 fully in place Sept 2022 for all pupils. This was necessary to cater for the change of school cohort from Moderate to Severe Learning needs. We had anticipated an increased gap to develop as we are now tracking more accurately.

The reverse is in fact true. Gaps have closed and no discernible difference is identifiable. The reason for this being the way we are structuring our curriculum and setting educational target which are based around their EHCP outcomes and next academic and functional independent skills. Targets being set accurately identify what each pupil needs to do to address their individual barriers to learning, not only acknowledging their disability but also any disadvantage and social circumstances. Targets are specific, realistic, and achievable while being measurable and evidence towards these are recorded on Earwig. All children are disapplied from the national formal assessments and not compared to each other. Because Target setting is accurate and we are able to record the small steps of development all children are able to achieve.

Moving forward we need to look at whether gaps start to emerge? Historically gaps relate to academic progress. Children following an engage curriculum have little recorded against academic progress as they are working below the threshold for subject specific learning. We are now tracking against independent development skills (soft skills), pupils which previously showed little or no academic progress therefor no progress are now able to achieve.

Historically there has been a small gap in attendance, however over the last couple of years there has been very little difference, both hover at about 92% if Covid absence is removed. What difference there is can be tracked back to individuals with acute medical conditions, or attendance which is tackled using the normal school systems.

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| Looked after Reception - Yr11 (3 Pupils) | 90.1% |
| Pupil Premium (90 pupils) | 88.3% |
| Non Pupil Premium (118 pupils) | 91.1% |

We continue to work hard to establish how to draw comparisons between the different pathways.

Externally provided programmes

| Programme | Provider |
|-------------------------------|---|
| National Tutoring programme. | In House tutoring. Jo Jingles The Music Man |
| Occupational Therapy Services | Just do OT |
| Compass | Careers and enterprise support |

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| https://auth.careersandenterprise.co.uk/school-shub | |
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Service pupil premium funding

| Measure | Details |
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| 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 required high levels of welfare support. One of these families has moved on. |
| 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. Attendance remained good. |