


Pupil premium strategy statement (updated Nov 23)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2022 - 2026	
Number of R – Yr11 pupils in school	192
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2026
Date this statement was published	November 23
Date on which it will be reviewed	November 24
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 year – Ever 6FSM	£119,100
Pupil Premium Funding - Post LAC	£2,530
Pupil Premium Funding - Service Pupils	£1,340
Total Pupil Premium	£123,070
Recovery premium funding allocation this year	£59,311
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£182,381

Part A: Pupil premium strategy plan

Statement of intent

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:	
Challenges to future attainment	
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. External support, 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 (88%) is historically lower than that of non PP (91%) (2021 - 22) Removing Covid absence attendance hovers around 92%. 2022 – 23 was better 89.8% PP and 91.4% Non PP. This still needs to remain a focus.
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 family support and remote home learning
<p>At the heart of our approach is high-quality teaching focussed on 6 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., Recovery Premium and the National Tutoring Programme for pupils that have been worst affected. As time progresses this strategy supports all pupils across the school.</p> <p>Our strategy will be driven by the needs and strengths of each young person, and their progress towards meeting their Educational Health and Care Plan targets. This might be based around formal and informal</p>	

assessments. This will help us to ensure that we offer them the relevant skills and experience they require for the next steps.

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.

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
Improved attainment for disadvantaged pupils on all curriculum pathways relative to their starting points as identified through baseline assessments.	Pupils are placed onto the curriculum pathways that suit 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 how these targets are achieved will be on our school assessment system Earwig, evidence will be monitored and moderated by peers and through pupil's progress meetings, lesson observations and professional dialogues. Pupils in KS4 have unique scaffolded accreditation plans which prepares them for their Post 16/Post 19 educational move Curriculum pathways fully embedded in 2023/24.
Improved communication and language comprehension to develop self-regulation, access to learning and social development. Increasing self-esteem and important skills for emerging adulthood.	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 prewriting and Pre reading skills within the Engage curriculum pathway within school to support literacy development. Increased skill levels in staff. Embedded 2024/25.
Increased opportunities for pupils to extend learning beyond the classroom.	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., life skills, social and functional communication. Pupils take part in extracurricular activities e.g., horse riding, cinema trips, Forest School etc to develop their willingness and excitement trying new activities. Evidence of these skills can be seen on children's ILPs. Parental confidence increases taking children into the community. Conduct scores improved.

	Attendance and engagement improved. NAS reaccreditation achieved Initially June 23 and maintained there after.
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 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 the next stage of their academic journey e.g. post 16. 'Our Future' Careers guidance will be effective for all. 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 2024.
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 a decrease in behaviour logs. Improved 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: **£109,919**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing for 1:1 support. (Often supporting transition into school). To provide working routines for pupils. To accelerate all areas of engagement into the curriculum across the school,	Pupils often arrive at Heltwater after long periods of non-attendance or working 1:1 away from their peers. Social disadvantage, poor school experience and a lack of expectation require additional support. 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	ADEFGH

to build pupil and parent confidence.	<p>through progress in all areas of learning, particularly, greater engagement level and sensory regulation.</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>https://my.chartered.college/impact_article/cognitive-load-theory-and-its-application-in-the-classroom/?_gl=1*rw9ux8*_up*MQ..*_ga*MTAx-ODI5NTc0Ny4xNjcwODUxMTI3*_ga_RNHLD18NVN*MTY3MDg1MTEyNi4xLjAuMTY3MDg1MTEyNi4wLjAuMA..</p>	
Early Career Teachers (ECT)	Provide additional SEND expertise to training to support and accelerate quality of teaching. This is also being provided nationally through the FLSE for ECT.	ACE
Create smaller Engage learning intervention groups which will prepare children for learning.	<p>Ensure Engage pathway groups remain smaller than school average. This is 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>	ABDEF
Curriculum days	<p>RE day, Science & Tech day, Harvest Festival, PE, Literacy week, Internet safety, Music, Theatre company, My Future, etc. These are off timetable days which are used to immerse pupils in particular aspects of the curriculum. The focus often is to develop social skills particularly communication, e.g., speaking and listening tasks. Trips and visits subsidised for pupil premium pupils.</p> <p>Early development has been delayed for many due to Lockdown.</p>	BFH
Promote careers education. Supporting work experience at KS4 and transitions into KS5 Gatsby Bench marking resources.	<p>'My Future' 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. • Train qualified careers lead 	ABCDHF

Arts Mark	Working with all key stakeholders to work towards Arts Mark reaccréditation, which will provide support and guidance for staff to effectively promote arts and inclusivity in all genres and showcase our commitment to equality. Ensure engagement. Remove barriers, provide resources and increase understanding.	ACD
Forest Schools, Eco Award and Climate Education.	Forest Schools will allow pupils to grow in confidence because 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 as well as develop their environmental awareness. https://www.forestresearch.gov.uk/?s=&type=research https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.eco-schools.org.uk/about/benefits/ https://www.bristol.ac.uk/policybristol/policy-briefings/climate-change-education/	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 memorable experience money.	Each Pathway 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, celebration of events, places of interest etc where engagement, communication, and numeracy skills can be practically developed. Each curriculum topic starts with a memorable experience, trip to the coast, visit to a castle etc. This is a tried and tested formula and success can be evidenced through the tracking.	BDFH
Promote the Munch Box Café at St George's. Breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging	Provides work experience for KS4 and 5 pupils, and accreditation opportunity. Funds each class to attend the cafe with peers as customers. (addresses target above) Encourages parents to attend school.	BDFH
Provide support for families through the pastoral provision so that parents engage and work in partnership with the	Support parents and pupils selecting their post 16 placements. In school visits to providers. Supported parent visits.	BCDH

school. Yr. 11 transition to post 16		
Specialist Staff CPD	<p>Autism accreditation, Maths Mastery, Team Teach, Communication, PECS, attention autism, Arts Mark training, Dyslexia. Wellbeing, Tac-Pac sensory training, Intensive Interaction, Forest Schools, ICT, SEND, Safeguarding for SEND, Staff Wellbeing.</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p> <p>(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.</p> <p>Support collaborative learning Cluster meetings and shared events, Additional salary for HLTA on training days.</p> <p>Behaviour supports teaching and learning. Children need routines and consistency. Behaviour is paramount for great teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Focus on teaching learning behaviours.</p> <p>Inspirational speaker for staff. 'The joyful Classroom'</p> <p>Additional Team Teach Trainer</p> <p>Additional SIP visit. Diane Rochford</p> <p>Additional Support for ECT, supporting FLSE.</p> <p>Additional training time for HLTA and specialist TA training.</p>	ACEF
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>	ABCEF

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

Budgeted cost: **£34,585**

Activity	Evidence that supports this	Challenge number(s) addressed
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>https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-data-base/</p> <p>Tracker shows narrowing of gap for communication. But as SLD numbers increase the need increases.</p> <p>Staff training completed, but a never-ending cycle with new staff.</p>	ACDEF
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>	ABE
Additional targeted ICT equipment / software	<p>Access to touch Screen PC's</p> <p>Mechanical arms to increase access to ICT</p> <p>Software/subscriptions such as Now Press Play</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	AEFH
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</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p>	ABCE
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>To provide Specialist equipment to access curric, due to increasing levels of 'High Needs' of new pupils to the school.</p> <p>(Profile of school changing to mainly SLD).</p>	<p>Provide touch screens for VI pupils, Specialist seating/bean bags, rise and fall, I –pads to support pro-lo-quo2 go, Walking frames, hoists. Various software licences/packages .</p>	ACE
<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>Improve speech and communication skills, enabling students to access and respond to the curriculum.</p>	<p>Music man and Jo Jingles developing pre reading and writing strategies. e.g., Squiggle while you wiggle, Dough Disco, Targeted reading., Music Bag.</p> <p>Tuition Partners top up (promoting engagement, story telling and early learning skills</p> <p>Resources for above One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Whole school Improvement Plan target. (What does English look like at Heltwate'?</p> <p>https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/</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>	ABCDE

Wider strategies

Budgeted cost: **£47,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SIP time to support the continual expansion of the school and transition from MLD to SLD.	Ensure more rapid development of expertise.	EF
Provide additional support/ mentoring for apprenticeship teachers/ECT.	<p>Develop more rapid knowledge acquisition of SEND and related procedures. Particularly important following the previous disrupted year.</p> <p>https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects#:~:text=and%20mentor%20support.-,Coronavirus%20(COVID%2D19)%20disruption%3A%20additional%20support%20for%20affected,on%20the%20early%20career%20framework.</p>	ACEF

<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.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	CDGH
<p>Develop structured activities at unstructured times e.g. lunchtime/playtimes to engage pupils by using sports/activity coaches. Youth Dreams Sports coaches,</p> <p>Roar Stars sports coach.</p> <p>Arthur Mellows</p> <p>Jack Hunt and Oundle school</p> <p>Post 16 students.</p> <p>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>	ABD
<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-successfully&ags=chrome..69i57.1331j1j7&sourceid=chrome&ie=UTF-8</p>	BDEF

Summer and Easter holiday clubs + Transport	<p>Students make and retain friendships and develop support networks into adult life.</p> <p>If external funding is available, we provide a Summer School Club for pupils with SEND. Historically this has needed topping up from the school budget. It provides structured time for children 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. Funding was not available summer 23. Will it be summer 24?</p>	BDH
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
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. Education City, Number sense etc.</p> <p>https://www.nspcc.org.uk/search/?query=Supporting+children+with+special+educational+needs+and+disabilities+%7C+NSPCC</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/flexi-schooling</p>	BCGH
Welfare Manager	<p>Support pupil, families, and staff as appropriate.</p> <p>Drop in at the Café.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p>	BCGH
Personal care and appropriate clothing	<p>Outdoor clothing and PPE</p> <p>Hygiene products, Period poverty, Replacement clothes</p>	CH
To extend learning through lunchtime to develop individual life skills.	Pupil Support Assistant to support during lunchtimes.	ABCF

Total budgeted cost: £192,224

Part B: Review of outcomes in the previous academic year

WHOLE SCHOOL Meeting teacher expectations			WHOLE SCHOOL (exc. Post-16) Meeting teacher expectations			OLYMPIC COLLEGE (Post 16) Meeting teacher expectations		
Pupils / PP		Summer Term 2023	Pupils / PP		Summer Term 2023	Pupils / FSM		Summer Term 2023
203 Pupils 103 PP	Pupils meeting teacher expectations	PP pupils meeting teacher expectations	192 Pupils 96 PP	Pupils meeting teacher expectations	PP pupils meeting teacher expectations	14 Pupils 8 FSM	Pupils meeting teacher expectations	FSM pupils meeting teacher expectations
WHOLE SCHOOL	85%	88%	WHOLE SCHOOL (exc. Post-16)	83%	88%	OLYMPIC COLLEGE	93%	88%

By curriculum Pathway

ENGAGE Meeting teacher expectations			EXPLORE Meeting teacher expectations			DEVELOP Meeting teacher expectations		
		Summer Term 2023			Summer Term 2023			Summer Term 2023
Class and no. of pupils	Pupils meeting teacher expectations	PP pupils meeting teacher expectations (% of all PP in class)	Class and no. of pupils	Pupils meeting teacher expectations	PP pupils meeting teacher expectations (% of all PP in class)	Class and no. of pupils	Pupils meeting teacher expectations	PP pupils meeting teacher expectations (% of all PP in class)
Olive 7 pupils / 3 PP	7 pupils 100%	3 pupils 100%	Lilac 7 pupils / 1 PP	3 pupils 43%	0 pupils 0%	Pink 9 pupils / 2 PP	9 pupils 100%	2 pupils 100%
Lavender 8 pupils / 4 PP	8 pupils 100%	4 pupils 100%	Emerald 9 pupils / 2 PP	5 pupils 67%	1 pupil 50%	Magenta 9 pupils / 4 PP	9 pupils 100%	4 pupils 100%
Violet 7 pupils / 6 PP	7 pupils 100%	6 pupils 100%	Green 9 pupils / 4 PP	6 pupils 67%	3 pupils 75%	Amber 12 pupils / 7 PP	7 pupils 58%	5 pupils 71%
Purple 5 pupils / 3 PP	5 pupils 100%	3 pupils 100%	Lime 8 pupils / 2 PP	6 pupils 75%	1 pupil 50%	Coral 9 pupils / 5 PP	9 pupils 100%	5 pupils 100%
Sapphire 7 pupils / 3 PP	6 pupils 86%	3 pupils 100%	Aqua 7 pupils / 4 PP	7 pupils 100%	4 pupils 100%	Scarlet 10 pupils / 8 PP	8 pupils 80%	6 pupils 75%

Navy 7 pupils / 5 PP 6 pupils / 4 PP	5 pupils 83%	4 pupils 100%	Yellow 9 pupils / 4 PP	8 pupils 89%	3 pupils 75%	Ruby 10 pupils / 8 PP	9 pupils 90%	8 pupils 100%
Blue 7 pupils / 3 PP	2 pupils 29%	2 pupils 67%	Tur- quoise 4 pupils / 2 PP	4 pupils 100%	2 pupils 100%			
EN- GAGE 47 pu- pils 26 PP	40 pupils 85%	25 pupils 96%	EX- PLORE 53 pu- pils 19 PP	39 pupils 74%	14 pupils 74%	DE- VELOP 58 pu- pils / 33 PP	51 pupils 88%	30 pupils 91%

DISCOVER HELTWATE Meeting teacher expectations			DISCOVER ST.GEORGE'S Meeting teacher expectations			STEPPING ON Meeting teacher expectations		
Summer Term 2023			Summer Term 2023			Summer Term 2023		
Class and no. of pupils	Pupils meeting teacher expecta- tions	PP pupils meeting teacher ex- pectations (% of all PP in class)	Class and no. of pupils	Pupils meeting teacher ex- pectations	PP pupils meeting teacher ex- pectations (% of all PP in class)	Class and no. of pupils	Pupils meeting teacher expecta- tions	FSM pupils meeting teacher ex- pectations (% of all FSM in class)
Indigo 7 pupils / 2 PP	7 pupils 100%	2 pupils 100%	Crimson 14 pupils / 10 PP	12 pupils 86%	9 pupils 82%	Olympic Col- lege 8 pupils / 7 FSM	7 pupils 88%	6 pupils 86%
Orange 11 pupils / 4 PP	10 pupils 91%	5 pupils 100%				Rainbow Olym- pic 6 pupils / 1 FSM	6 pupils 100%	1 pupil 100%
DIS- COVER HELTWA TE 18 pupils / 7 PP	17 pupils 94%	6 pupils 100%	DIS- COVER ST.GEO RGE'S 14 pupils / 10 PP	12 pupils 86%	9 pupils 82%	STEP- PING ON 14 pupils / 8 FSM	13 pupils 93%	7 pupils 88%

Pupil premium strategy outcomes

As each Young person (YP) has a bespoke curriculum pathway and targets, It is reasonable that we could expect all YP to achieve to potential. This is evidenced as there is very little if any gap between PP and non-PP pupils. In non-academic curriculum led targets e.g. attendance we have successfully managed to close the gap to more or less nothing. (2022 – 23, 89.8% PP and 91.4% Non-PP). Percentage differences are small as cohort numbers are small and these are often influenced either way by a single pupils' data. When you scrutinise data around safeguarding referrals and behaviour referrals there are more PP pupils needing additional intervention.

Quality of teaching

20 Yp were successfully transitioned into Heltwate. 16 successfully transitioned into other schools or college placements (4 yr14, 8 yr11, 1 yr13, 3 yr6). Curriculum pathways are in place providing bespoke curriculum with skilled staff teams. The curriculum is broad and appropriate with appropriate external providers in some specialist curriculum areas. We continue to champion specialist curriculum days; these rotate on a broadly 3-year rotation. Topical days are included as required. Careers Education has been a focus, and we are presenting the work we have done nationally. What does 'English look like at Heltwate?' is a whole school target and we are looking at communication across all pathways, training and curriculum development taking place, this includes extensive sensory and intensive interaction work. Developing independence continues to be a whole school focus and the breadth of trips, visits and experiences is extensive. The Munch Box Café continues to run in Olympic College. Parental attendance at school events is good and also at parents' evenings (approx. 80% represented). Engage classes have enhanced staffing. School is managing to meet the need for some very complex YP.

There is a very effective SEND CPD training program running, and an additional focus on ECT and staff new to 'special'. Behaviours remain challenging and as the cohort changes this increasingly is the case. An extensive behaviour management strategy is in place, it has good parental support and shared Risk Reduction Plans. Equality Mark and NAS status, Eco Award was achieved. Arts Mark reaccreditation and Climate Education taking place.

Targeted academic support

National Autistic Society status has supported us to strive to develop in school practice. Individual learning plans are in place for every YP, appropriate resources have been targeted at different classes/students. Our school tracker evidences the progress made by a range of different pupil groups.

Technically school overstaffs with support staff to ensure staffing is available to support where needed. The reality has been that the inability to recruit has not made this as successful as we would like. We buy in additional occupational therapy support, programmes are developed individually often to address extreme behaviours often linked to sensory need.

We have engaged with the National Tutoring Programme (2021 – 22) approx. 98 YP have received support some has taken place on a 1:1 basis usually looking at early reading strategies and some taking place in small groups targeted through Music, utilising 'The Music Man' or the Jo Jingles franchise, both are extremely effective particularly with the Engage pathways. It has again been active 22 – 23.

Wider strategies

With the support of the School Improvement Advisor (Diane Rochford) we have progressed the curriculum and are presently looking at reinforcing and future proofing the leadership structure across the school.

School surveys are favourable with a good return from parents (50%) and staff. YP are happy at school and parents are pleased. Good YP attendance reflects that they want to be at school and enjoy the wide range of opportunities offered.

After school and summer and Easter schemes did not run this year as the school did not manage to secure additional external funding.

We support one family with offsite provision tutoring and resources. They have now been offered a more appropriate provision. The school Welfare manager role continues to expand and become increasingly busy an assistant or deputy will be required 23-24. We have appointed 6 Pupil Support Assistants (PSAs, 10am to 2pm role) to support lunchtimes and with personal care. Lunchtimes are running more smoothly.

Externally provided programmes

Programme	Provider
National Tutoring programme.	In house tutoring Jo Jingles The Music Man.
Occupational therapy services	Just Do OT
Compass and Talentino	Careers and enterprise support.

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 required high levels of welfare support. 3 pupils benefited from this, one of these families left roll April 2023.
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 for 1 pupil, 1 was below expectation.