# 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

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| Detail | Data |
| School name | Heaton School |
| Number of pupils in school  | 104 |
| Proportion (%) of pupil premium eligible pupils | 31 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 |
| Date this statement was published | 31 December 2021 |
| Date on which it will be reviewed | 31 December 2022 |
| Statement authorised by | Jonathan Curtis |
| Pupil premium lead | Jonathan Curtis |
| Governor / Trustee lead | Terry Conlon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £34320 |
| Recovery premium funding allocation this academic year | £1668 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £35988 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **3 Year Strategy**– In September 2018 a new Leadership team commenced their roles. The Headteacher decided to implement a 3 year strategy for Pupil Premium expenditure (2018 – 2021) based on previous successes to allow for continuity during a possible period of change in school but with potential for flexibility and change. With the interruption of the Covid pandemic and another period of change in the SLT, stability is key to ensure outcomes are met. Therefore, the plan will remain in place moving forward for the 2021-22 period and into 2022-2023 while strategies embed and we can see impact clearly.We have focused on 3 areas which are outlined in more detail in the Outcomes section below and reviewed at the end of each year -* **Occupation, Leisure and Employment**
* **Independent Living Skills**
* **Friendship and Community / Health and Wellbeing**
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | * Detail of challenge
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| 1 Internal Challenges | * Limitations the school environment brings around mixing students with different needs due to safety i.e. PMLD with significant challenging behaviour
* Emotional, physical, social and communication difficulties caused by the children’s various needs present the greatest barriers to learning at Heaton and impact on all areas of school life
* Children require additional support from a range of therapy, medical and other professional services to meet their complex needs.
* Medical conditions, time in hospital and possible deterioration in health for some students
* Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support to enable our children to access their environment and community; raising aspirations about what they can achieve in life.
* Many of our children have obstacles to their individual learning based on their ability to communicate, social and emotional development; several cohorts have a limited ability to play and/ or interact with others.
* All of our PP children enter our specialist provision or alternatively in to various year groups through school with significant developmental and learning delay. In addition, our children have a wide range of difficulties with other restricted abilities and communication issues which mean that their baseline scores are considerably lower than their peers nationally.
* Our pupils access the curriculum at a developmentally appropriate level and school provides additional support in order to move towards independently achieving progress on their SEND learning journey.
* Heaton School numbers – high school population, increase of complexity of need and managing the environment to meet this mix safely leads to constant curriculum/organisational reforms.
* Tracking progress and achievement (to ensure no children and young people are disadvantaged) has proved very difficult as the system moves through ‘life without levels’ and the principles highlighted within the Rochford Review. Heaton School has invested a huge amount of time and effort developing a system that measures both academic and learning for life through IEP levels.
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| 2 External Challenges  | * All our children have a full EHC plan with a clear statement of SEN need; all are allocated a school place via the LEA SEN department.
* Attendance - families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement.
* Difficulties integrating within the community and limited access to facilities and services.
* Parents can require support from school to ensure they access a range of services and receive their adequate entitlement.
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## 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.

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| Intended outcome | Success criteria |
| Working using a curriculum targeted towards preparation for adulthood we hold high aspirations for all students at whatever level is appropriate to the individual. Heaton School currently includes include all learners on 1 of 3 pathways – *Encounter / Experience, Explore / Experiment, Develop / Apply* | Evaluation of progress of PP students around IEP targets specifically in Preparation for adulthood targets.Termly reviews made by curriculum leads on the success of the pathways to enable students to access all experiences at school |
| **Occupation, Leisure and Employment**We will use the Apprentice Levy to upskills Teaching assistant through access to qualifications and contribute to the cost of a TA to enable school to support pupils to access work experience opportunities.When pupils access Work Experience, it develops their self-confidence and enhances the skills they need for adulthood. It helps them to apply the skills they learn in school to real life situations | Higher Number of students accessing work experience opportunities – internally and externally (this is limited presently by C19)  |
| **Independent Living Skills**Provision of Alternative Augmented Communication (AAC) and individual communication resources / support.Giving our students opportunities to develop their communication enables them to develop their independence and access opportunities and experiences. This will include work to develop ‘Eye Gaze Technology’ for our students. | Students having access to suitable communication strategies and utilising these in all settings.Independent living skills – Having launched a total communication package across the whole school look at the use of Board Maker / Total communication resources so they can be expanded. SDP target of new communication team will be assisted in this area to target specific students.Emphasis on improving writing and focus on reading |
| **Friendship and Community / Health and Wellbeing*** We will continue to employ a music therapist from Nordoff Robbins
* We will develop Forest Schools – using funding to train an additional forest school leader.
* We will develop enhanced lunch break provision to ensure students have a safe and creative experience.
 | Students accessing opportunities for social interaction and communication in school.Building the forest school provision and providing targeted music therapyWe will also enhance independence through activity and support to enjoy unstructured times such as break / lunch time. |

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We will use the Apprentice Levy to upskills Teaching assistant through access to qualifications and contribute to the cost of a TA to enable school to support pupils to access work experience opportunities. | When pupils access Work Experience, it develops their self-confidence and enhances the skills they need for adulthood. It helps them to apply the skills they learn in school to real life situations Evidence and case studies to ensure Work experience is appropriate and accessible. | 10 |

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

Budgeted cost: £ *8,498*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Friendship and Community / Health and Wellbeing -** Allow greater access to motivating play and sensory activities for students.1. We will continue to employ a music therapist from Nordoff Robbins
2. We will develop Forest Schools – using funding to train an additional forest school leader.
 | It is essential that our students have opportunities to stay healthy and have access to activities outdoors where they can develop exploration and play skills. This in turn will develop both their physical and mental wellbeing.  | 30 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *7,782*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Independent Living Skills.** Whole school and Targeted Support - Advance students’ ability to communicate through appropriate medium. | As of 2020-2021 our total communication strategy is in place - provision of Alternative Augmented Communication (AAC) and individual.Independent living skills – Having launched a total communication package across the whole school look at the use of Board Maker / Total communication resources so they can be expanded. SDP target of new communication team will be assisted in this area to target specific students.Emphasis on improving writing and focus on reading.Recovery Premium – will be used alongside this area. | All students  |

**Total budgeted cost: £** *34,280*

**Recovery Premium /**

Budgeted cost: £ *1,668*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **SEND Support and Resources including access to TWINKL and Help Kidz learn to augment the communication area of Pupil premium funding.** | Over the recent pandemic the students at Heaton have had limited opportunities to access the community and interact with the world around them. Central to this is the communication support needed by students. After speaking with Teachers and leaders we decided that using the recovery premium to add to the resources in school to aid this area of development was best suited to the use of the recovery premium. | All students  |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Progress data across the school shows excellent progress in all areas.H1-3, Communication and Friendship & community all have expected progress, even considering the disruption with the Pandemic.Forest school and Music therapy continue to be the anticipated part of the week for many students.A whole school focus on communication has tied in well with PP students focusing support in this area. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Music Therapy  | Nordoff Robins |
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