# Pupil premium strategy statement – Heaton School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 88 |
| Proportion (%) of pupil premium eligible pupils | 24 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025  2025/2026  2026/2027 |
| Date this statement was published | Dec 2025 |
| Date on which it will be reviewed | Nov 2025 |
| Statement authorised by | Andrew Ruddick  Deputy Headteacher |
| Pupil premium lead |  |
| Governor / Trustee lead | Alice Heywood  Chair of Governing Body |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25,200 |
| Recovery premium funding allocation this academic year | £9,650 |
| Pupil premium (and recovery premium) funding carried forward from previous years |  |
| **Total budget for this academic year** | £34,850 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our focus at Heaton School is to ensure that all our students successfully gain the necessary skills, knowledge and experiences to successfully prepare for and move into adulthood. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, supporting school to tackle some of the barriers that stand in the way of achievement to ensure progression at a level similar to those students who are not disadvantaged.  Heaton School will implement a five-point plan in order to plan, deliver, monitor and sustain an effective Pupil Premium strategy:  Step 1: Diagnose our students’ needs  Step 2: Make use of the best available evidence to support our strategy  Step 3: Develop a robust and effective 3-year strategy  Step 4: Deliver and monitor our strategy  Step 5: Evaluate and sustain our strategy  Recently there have been a number of whole school changes and developments which support our continued focus on improving outcomes for all the young people at Heaton School.  We have created a curriculum offer which is divided into 4 clear pathways: Pre-formal, Informal, Semi-formal and Formal as well as the appointment of Pathway Leaders for each pathway. This change is allowing us more than ever to focus on our students as individuals and develop a curriculum which is student led and student focused. Pathway leaders have overarching responsibility for the development of the curriculum in line with the pathways vision and ethos but also have oversight of the barriers our students face in accessing education and making progress. Sharing of this insight and a solution-based approach will help us identify those consistent and pertinent barriers and strategise solutions.  Complementing this there has been a restructure of SLT with a realignment of responsibilities allowing for focus on the key aspects of curriculum, assessment and quality of education with action plans and the SIP reflecting the school’s drive to improve outcomes for students.  The designation of an assigned HLTA to work with our Student Support lead and extending the expertise of the Student Support team will also be instrumental in supporting SLT and Pathway Leads to have deeper insight into the issues our students face and how we can support more successful day to day engagement with education and overall well-being.  With these key on-going developments in mind and after considered analysis of need and available data alongside on-going dialogue with internal and external colleagues and professionals, our strategy for Pupil Premium funding at Heaton School will be focused particularly on the areas of **behaviour and communication**.  By providing targeted interventions, training for staff and a range of tailored resources and/or activities, we aim to improve engagement, reduce behavioural incidents, and enhance communication skills, fostering increased achievement and well-being for all our students.  At the heart of our approach is high-quality teaching and support focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access wide opportunity within a broad and balanced curriculum, individualised to need where appropriate.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all students in our school where funding is spent on whole-school approaches. |

## 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 |
| 1  Internal  Challenges | 1. 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 2. Children require additional support from a range of therapy, medical and other professional services to meet their complex needs. 3. Medical conditions, time in hospital and possible deterioration in health for some students 4. Independence, confidence, self-esteem, resilience, problem solving and life/communication skills need high levels of support and intervention to enable our children to access their environment and community; raising aspirations about what they can achieve in life. 5. 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. 6. 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 can result in lower achievement rates than non-disadvantaged or mainstream peers. 7. 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. 8. Increase of complexity of need across all pathways and managing the environment to meet this need safely. |
| 2  External challenges | 1. 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. 2. 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. 3. 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. |

## 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 |
| **Pupil Premium students to match achievement/ progress of Non-Pupil Premium Pupils**  Our new pathway curriculum allows each individual student to have an appropriate curriculum approach and the associated teaching and learning strategies which matches their needs holistically enabling them to be successful in school, at a level which is appropriate to each individual.  Our aim is that all our Pupil Premium students achieve expected (and exceed) levels of achievement in line with their peers. | Evaluation of progress of PP students around IEP targets specifically in communication and behaviour.  Termly reviews made by curriculum leads on the success of the pathways to enable students to access all experiences at school.  Termly/ end of year progression data – Pupil Premium vs non Pupil Premium. |
| **Communication**  **An increase in targeted support for communication so students can progress in their communication skills.**  Improving communication is essential for our students to have a voice, understand the world around them and have a part to play in that world as well as reducing behavioural issues caused by frustration.  Communication is embedded throughout the school curriculum. A total communication approach throughout school promotes a culture of communication development throughout the school. The Therapies team support this process.  We will look at music therapy to develop early communication skills.  Support communication through behaviour interventions to allow students to develop skills to identify and share feelings and self-regulate more effectively | Clear progression against communication IEP targets |
| **Behaviour**  **An increase in targeted support for behaviour.**  Improving behaviour support will be a priority as students who are supported positively to manage their behaviour are more likely to engage successfully in their learning and make progress.  We will increase students sense of well-being and positive interactions through music therapy.  Explore effective and targeted behaviour interventions and training around this to roll out across the school. | Behaviour data – decrease in individual behaviour records in response to intervention |

## 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: **£15,081.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Omni music practitioners to work closely with teachers to embed music into the curriculum. This will be student led and inclusive experiences of music aimed at developing **early communication skills** through intensive interaction building on turn taking skills and awareness of others.  Understanding of communication partners and peers will also be developed.  Student well-being is also a focus with sessions increasing feeling of self-esteem and confidence through positive interactions which students and staff can replicate throughout other areas of the curriculum. | <https://researchrepository.ul.ie/articles/thesis/The_applications_of_mainstream_music_technology_to_facilitate_access_to_creative_musical_experiences_for_people_with_disabilities/19833775>  <https://d1wqtxts1xzle7.cloudfront.net/53165913/FINAL-libre.pdf?1495051205=&response-content-disposition=inline%3B+filename%3DEngagement_with_Assistive_Music_Technolo.pdf&Expires=1734704028&Signature=WAAKGUPEriDNbyxhgO-JKhdkt~T1-0TqobQxnQK2uh0MP3NKSe75zfSunl6rlbxB-ozeKDSwGGpAswTIIq6kVptD3lP3ajgNrPcUbN8nrb0cJPkc8~hg1rrSnM~JAeDcnQOfNopBCwahWb2VwiKaX4JCZN9BILuCclgPVh~cSFjDIaoVSDeaAL8a3BX1aUL0F8KWEo32J-7pp387ElN3wZkpMr-fHozN2I9mMvx8dq7YZUmFwDBATJujyZBhEb5PF31fpw5k1VsbzANUXJehJoQ8YxybhwfWg2eQyB5D~pRri3Fy2VxktLw4xaNi3VUtAZ2RnkiP79zkimogs~jJaw__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA> | 1 |

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

Budgeted cost: **£8307.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music therapist from Nordoff Robbins to deliver 1 day a week of individual and group-based therapy sessions. | Music is a proven tool to promote and develop positive social and communication interaction/ development  [Music Therapy research](https://www.researchgate.net/publication/316895721_Music_Education_and_Music_Therapy_in_Schools_for_Children_with_Special_Educational_Needs_Similarities_Crossovers_and_Distinctions)  [soundbeam impact on SEND research](https://www.inspire-music.org/case-studies/70-soundbeam-in-the-classroom#:~:text=In%20this%20residential%20project%2C%20Soundbeam,and%20nurturing%20working%20more%20collaboratively.) | 1  2 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2812**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Explore targeted intervention options around Animal Therapy, ASC training and Positive Behavioural support training to enhance Heaton Schools behaviour and communication support offer. | Students (especially those with ASD) find it hard to regulate – targeted support with a member of staff who can guide/ support regulation strategies can benefit such students.  [Research on behavioural intervention](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1 |

**Total budgeted cost: £26,200**

NB these costings do not include Pupil Premium plus money currently which equates to £3860

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Overall:**  **Achievement outcomes – Pupil premium/ Non Pupil Premium**  **2021 – 2024 (Comparative)\***   |  |  |  |  | | --- | --- | --- | --- | |  | **2021/2022** | **2022/2023** | **2023/2024** | | Overall - PP | 66% | 64% | 67% | | Overall – Non PP | 46% | 59% | 61% | |  |  |  |  |   *\*Percentage denotes percentage of students who achieved expected or exceeding expected achievement level* |

## Externally provided programmes

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| Programme | Provider |
| Assistive Music Technology | Omni Music  <https://omnimusic.org.uk/> |