# Pupil premium and Recovery Grant strategy statement

## This statement details our school’s use of pupil premium 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 | Hebden Green Community School |
| Number of pupils in school  | 133 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | Nov 2023 |
| Date on which it will be reviewed | Jan 2023 |
| Statement authorised by | Helen Ashley – Head teacher |
| Pupil premium lead | Danielle Lamb |
| Governor / Trustee lead | Ashley Roberts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £44,100 |
| Recovery premium funding allocation financial year April 2023-April 2024 | £21,410 |
| 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 | £65,510 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *Hebden Green School is committed to the needs of our vulnerable pupils. All pupils at Hebden Green have a level of vulnerability due to their complex SEND. However, for those in receipt of pupil premium funding this vulnerability increases.**We are committed to ensuring that these pupils have every opportunity to succeed whilst at school and be prepared for life as an adult.**To do this we have reviewed and explored the different ways that this can most effectively be achieved. In line with recommendations from the EEF we ensure that our Pupil Premium Strategy (which utilises the Pupil Premium Funding and Recovery Grant) is effectively aligned with our Whole School Improvement Plan.* *Then Whole School Improvement Plan has been developed through the rigorous review of both quantitative and qualitative information from all our stakeholders, including families, pupils and staff to ensure that it truly further improves the outcomes for the pupils at our setting.**Our School Development Plan and therefore the majority of our Pupil Premium/Recovery Strategy focus on the three areas:**Mind - For all pupils to achieve exceptionally well, through a high-quality curriculum, delivered expertly by skilled staff delivering high quality teaching.* *-Body – For all pupils to have access within their Pathway to appropriate equipment, resources, programs and environments which support their Personal Development and reduce their own barriers to access our high-quality curriculum**-Soul- For all pupils’ mental health and wellbeing to be supported specific to need, age and development level to enable pupils to behave consistently and with positive attitudes to access our high quality curriculum through a PBS approach.**However, our Pupil Premium Strategy/Recovery also acknowledges further areas of need and how these are being targeted:-Supporting families to access services.* *-Vulnerable pupil funding.* *The Recovery Premium funding supports our work with our most vulnerable families and others across the school to enable pupils to meet their own targets and aspirations as stated within their individual EHCP.* |

## 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 | Complex SEND needs which impact on progression and attainment – the curriculum needs to be highly specialised and reviewed to be appropriate to changing cohort needs |
| 2 | Complex physical and sensory needs which impact on access, progress and attainment |
| 3 | Complex wellbeing and mental health needs which impact on wellbeing, engagement, progress and attainment |
| 4 | External Challenge – increased social, emotional and welfare needs linked to access to external services |

## 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 in receipt of pupil premium will make accelerated progress from their starting points by accessing a curriculum that is individualised, robust and embedded in best practice | Teaching and learning pedagogy, resourcing, assessment and monitoring will become further specialised linked to Pathways e.g. use of specific assessment tools, resources |
| Pupils in receipt of pupil premium funding will have access to, and be able to use (facilitated to use), AAC equipment for communication and access | The Lead for ‘Body’ will review and further develop AAC within each classroom and specific resources/training to further enhance the provision |
| Pupils in receipt of pupil premium funding will have access to a curriculum that supports and improves mental health wellbeing and, where needed, will be able to access targeted support and appropriate external services in a timely and meaningful way. | Pupils will have further access to specific curriculum provision linked to mental health and wellbeing. Staff will receive further training to improve pastoral work linked to mental health and wellbeing. Pupils will have access to targeted support and external support when identified |
| Families in of pupils in receipt of Pupil Premium funding will be enabled to access relevant and appropriate services and resources to meet wider needs. | Families will have access to further services e.g. CAMHS, LDCAMHS, health, social care specific to need – this will be further enhanced through external led sessions on site. |

## 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

Budgeted cost: £30,000 (approx.)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Focus on the engagement model and engagement standards**(*Purchasing of Evidence for Learning) | This focus supports the end of year review for 2022/2023 where evidence suggested that pupil progress of those in receipt of Pupil Premium funding in Pathway 1 needed further development. | 1 |
| *Use of Skills Builder across PFA and Pathway 3**(*Purchase of Talentino) | The postgraduate qualification for the Careers leader identified the need for pupils to have transferable skills additional to academic knowledge. Other providers have successfully used Skillsbuilder and based on this, the school has moved forward (shared as best practice within local networks) | 1 |
| *Focused work on Maths development across the setting – Maths Mastery/fluency (through the Maths Hub)**(Purchase of resources**Staff commitment)* | This focus is supported by the end of year review for 2022/2023 where evidence showed that there was some difference in progress between Maths and EnglishMaths Mastery use is supported by [Mastery Explained | NCETM](https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/) | 1 |

**Targeted academic support**

Budgeted cost: £15,000 (approx.)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Exploration and review/update of AAC devices linked to targeted cohort/individual use.  | IEPs and EHCPs for specific pupils across the school clearly demonstrate the need for and impact of AAC on progress and independence[“Everyone Deserves AAC”: Preliminary Study of the Experiences of Speaking Autistic Adults Who Use Augmentative and Alternative Communication | Perspectives of the ASHA Special Interest Groups](https://pubs.asha.org/doi/10.1044/2021_PERSP-20-00220) | 2 |
| *Training and development for staff linked to communication and AAC* | There is clear and documented evidence of the positive impact of AAC for young people. Staff training is essential to this.https://praacticalaac.org/praactical/research-reviews-supporting-the-use-of-aac/ | 2 |
| *Training and sharing of Zones of regulation - including resourcing* | The school is working closely with local networks to implement best practice. Zones of regulation is a consistent and well researched approach that supports working with pupils within Pathway 2 and 3[Our Research Backed Approach | The Zones of Regulation](https://zonesofregulation.com/research/) | 3 |
| *Pupil wellbeing support in a targeted way**-Wellbeing individual sessions**-wellbeing/behaviour support within class* | Observations and ongoing work with pupils across the school have identified that focused work needs to continue to develop to enable pupils to access specific programmes (e.g. CBT) as well as within class working with school based specialists. This is facilitated within the PBS team | 2/3 |
| *Emotion Coaching training* |  | 3 |

**Wider strategies**

Budgeted cost: £ 30,000 (approx)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Pupil focused meetings (termly led by the lead for Body)* | A review of last year highlighted the need for specific families to be given additional time beyond that of the annual review of explore specific SEND needs linked to the EHCP – this enables robust multiagency working | 2/3 |
| *Multiagency input linked to training and development for staff – pupil/cohort specific* | Due to the complex needs of all pupils, multiagency working is essential to individual development. The knowledge and skills multiagency professionals bring is invaluable when looking at how school staff can further specialise their communication and support for families and individual pupils | 4 |
| *Specific pupil support/purchasing as identified via Pupil Focused meetings, health meetings and wider discussions* | A review of last year highlighted the need for specific families to be given additional time beyond that of the annual review of explore specific SEND needs linked to the EHCP – this enables robust multiagency working – previous evidence for individual pupils when equipment and resources have been purchased shows the positive impact on their progress and development. | 2/3/4 |
| *PBS plan focus – purchasing resources/equipment/time specific to individual need* | PBS (BILD) focused closely on how we can create capable environments to support the reduction in behaviour and therefore improve the wellbeing for young people. Where identified specific resources and equipment will further enhance the provision already in place. | 2/3/4 |

**Total budgeted cost: £ 75,000**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 and 2023

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| Intended outcome | Success criteria | Impact Review Autumn 2022 | Impact Review Spring 2023 | Impact Review Summer 2023 |
| 1. To ensure pupils with complex send have their educational needs met through a curriculum offer that is increasingly designed to their specific needs through a subject specific approach
 | A further enhanced pupil centred curriculum will be embedded and all teachers working within each pathway will be able to lead and share expertise improving consistency across the setting | Progress shows that pupils in receipt of PP were broadly in line with their peers however there was some variation for PMLD cohort and for all PP pupils in number (to be monitored) – see Spring 1 SG report 2023 for further breakdownProgress across the school is high and tool is appropriate for cohort.Teacher focus on moderation, marking, planning and pedagogy  | Progress for pupils with PMLD who are also in receipt of PP (Spring 2023) shows that progress is 10% above their peers with similar needs (Pathway 1). Pathway 1 pupils in receipt of PP funding are showing 10% higher levels of progress compared to whole school average.In 4 of the 5 pathways pupils in receipt of PP funding are making higher than whole school average progress. In PFA, pupils in receipt of PP funding are working higher than the PFA average | 100% of pupils in Pathway 1 made progress in their IEPS (linked directly to EHCPS91% of pupils in receipt of Pupil Premium funding met or exceeded their targets compared to a whole school average of 83%Progress across school is increasingly linked to pupils’ individual need and shows small step progress within subject areas. |
| 1. To ensure pupils have access to a universal, targeted and clinical wellbeing offer that positively impacts on their mental health and wellbeing
 | The setting will focus on the use of PBS as a shared language and expectation. It will be used to inform work across school and also targeted work with pupils | PBS rolled out across twilight sessions. PBS plans implemented to support pupils with complex behaviour needs- 21 PBS plans in place. Of these 10 pupils are also in receipt of Pupil Premium funding (48%). Additionally, 15 pupils (71%) who have a PBS plan are also supported by the DSL through the continnum of need.All pupils have enhanced pupil profiles that record behaviour and wellbeingPBS plans enabled staff to further adapt timetables, resources and staffing to meet need(Impact tracked in SIP records) | PBS plans have now been adapted where there is also a sexualised behaviour risk assessment. This has enabled safeguarding and behaviour to be more closely aligned. Training around using ABC charts effectively has been shared which has allowed for more specific analysisImpact is tracked as part of SIP analysis | Key leaders have completed Mental Health First Aid training to support the wellbeing across the school.The Mental Health Support team and LD CAMHS have completed workshops, coffee mornings and consultations which has positively impacted on the mental health and wellbeing of pupils within the school and home context.Targeted approach with vulnerable families to access servicesNext steps embedded in SIP |
| 1. To ensure that pupils have their PD and access needs fully met through equipment and technology specific to age, phase, pathway and need
 | The setting will further develop the environment to support sensory regulation and engagement | Sensory spaces, that meet cohort need, established in spaces across school (including classrooms) to meet the needs of cohortsImpact measured using staff feedback see SIP evidence 2022/2023 | Sensory spaces are in place – see SIP review 2022/2023 | Sensory/calm spaces are in every classroom and further developed in wider sensory spaces across the setting.See SIP review 2022/2023 |
| 1. To ensure that families have access to a universal, targeted and external support offer that support their needs
 | Families will be supported to engage regularly with the school and learn alongside their children and staff. They will be supported to engage with services | Families have strong pastoral support. Staff have been supported to explore reporting about need linked to neglect. They have had resource packs to support understanding around domestic violenceParents have had new access to: LD CAMHS Consultations, LD CAMHS parenting course and bladder and bowel clinics | Families have access to LD CAMHS course PREVENTATIVES, bladder and bowel clinics, paediatric clinics, eye care-Nearly 50% of families have social care intervention and are worked closely with within the school | Families have had access to LDCAMHS parenting workshops and bespoke consultations.LD CAMHS and the MHST have ran a coffee morning to further enhance services for families.Paediatrician, Bladder and Bowel team, Orthotics, LDCAMHS, MHST, Eye care all use site to support familiesAttendance has continued to improve and attendance for those in receipt of pupil premium funding has shown greater increases in the year 2022/2023 compared to the previous year |