# 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 | Hebden Green Community School |
| Number of pupils in school | 141 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | Jan 2021 |
| Statement authorised by | Alison Ashley – Head teacher |
| Pupil premium lead | Stacey Sawicki |
| Governor / Trustee lead | Ashley Roberts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 67565 |
| Recovery premium funding allocation this academic year | Please see separate funding document |
| 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 | £ |

# 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 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 Improvement Plan and therefore the majority of our Pupil Premium Strategy focus on the three areas:*  *-Mind (curriculum development through Pathway/SEND and subject specific specialism)*  *-Body (The use of access and technology to ensure that pupils have every opportunity learn)*  *-Soul (The structured approach to mental health and wellbeing that enables escalation and de-escalation)*  *However, our Pupil Premium Strategy also acknowledges further areas of need and how these are being targeted:*  *-Supporting families to access services. This area, due to the Global Pandemic has an increased focus to enable our pupils to have access to necessary services beyond the school environment.*  *-Vulnerable pupil funding. The school identifies that need for both pupils and families can change over time, so therefore we ensure that pupil Premium funding is available for targeted support for some of our most vulnerable families.* |

## 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 |
| 2 | Complex Wellbeing needs that impact on health, happiness and learning |
| 3 | Complex physical and communication needs that impact on ability to engage and progress |
| 4 | External Challenge – increased social, emotional and welfare needs linked 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 |
| 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 | Subject specialists are enabled to refine the curriculum offer to enable all to make outstanding progress  That the curriculum offer acknowledges the additional vulnerabilities associated with those in receipt of Pupil Premium funding |
| To ensure pupils have access to a universal, targeted and clinical wellbeing offer that positively impacts on their mental health and wellbeing | Clear processes and structures are in place to escalate and deescalate need  A universal offer ensures that each Pathway has an offer that is robust and relevant  That the additional vulnerabilities of those in receipt of pupil premium funding are acknowledged and addressed |
| To ensure that pupils have their PD and access needs fully met through equipment and technology specific to age, phase, pathway and need | There is a clear pathway for children’s assessment and acquisition of equipment  That Pupil Premium funding is used to support individual need |
| To ensure that families have access to a universal, targeted and external support offer that support their needs | That families are able to access a school based offer to provide initial support  That Coffee Mornings enable families to access a wider offer |

## 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: £ *[20,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subject specialism development | The school has a strong system of Pathways and Pathway leads have outstanding knowledge. To further enhance this, the focus on subject specialisms within pathways will enable staff to ensure the depth of curriculum quality and review its effectiveness, especially for those with additional disadvantages | 1 |
| *Whole school approach to mental health and wellbeing* | The EEF explores how we can support social and emotional wellbeing for pupils through the link below [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel). It stressed the need to reinforce Social and emotional learning through a whole school approach | 2 |
| *Access to assistive tech/and cohort specific tech to improve outcomes for those with PD.* | Pupils at Hebden Green, including those in receipt of Pupil Premium funding, have a range of needs that mean that they need access to equipment, technology and resources that enable them to learn. Research has shown that technology has the power to make learning more inclusive  [Technology and SEND education (sec-ed.co.uk)](https://www.sec-ed.co.uk/best-practice/technology-and-send-education/).  Each classroom will therefore be equipped to meet the changing needs of pupils through the use of equipment, resources and technology | 3 |
| *Focus on parental engagement* | There is clear evidence for the positive impact of building relatiohsips with families that offer support and access to services. [Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)  As a school this is an essential area to continue to develop an this is done in a multifaceted way to ensure all parents have access to what they need. | 4 |

**Targeted academic support**

Budgeted cost: £ *[15000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on the further development of specific subject areas linked to the SEMH needs of pupils | The role of subject leaders will enable all subjects to be valued [Subject leadership: crucial to the success of your primary curriculum (cornerstoneseducation.co.uk)](https://cornerstoneseducation.co.uk/news/why-subject-leadership-is-crucial-to-the-success-of-your-primary-curriculum/)  This is particularly relevant for disadvantaged pupils as it enables them partake in subjects that they excel in and be valued for this.  It also allows for priority to be given to subject areas best suited to supporting the increased SEMH needs of these pupils such as RSE and PSHE | 1, 2 |
| *Focus on the use of individualised technology to support the academic, social and emotional needs of young people* | The school has observed over time the importance of technology and equipment. For pupils in receipt of Pupil Premium funding, where there is a need, there will be access to money to enable the purchase of relevant technology, resources or equipment specific to the individual | 1,2,3 |

**Wider strategies**

Budgeted cost: £ *[30000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Use of ELSA to provide intervention for vulnerable pupils* | CWAC have worked with a range of schools and the educational psychologists to train staff to be ELSAs. Within the school targeted support will focus on ensuring pupils who are additionally disadvantaged receive the support and intervention needed | 2, 4 |
| *Use of school counsellor to provide enhanced support* | Use of a school counsellor to provide further support linked to identified need. The British Association for counselling and psychotherapy states that counselling is a highly effective form of therapy for young people. The setting believes it is essential for young people to access to this therapy immediately. This happens alongside support for parents to access therapy long term through their GP | 2, 4 |
| *Development of specialist seating to increase engagement, wellbeing and learning* | The school has reviewed its provision and through observation has noted the importance of seating from the earliest point. To enable our most disadvantaged pupils to engage with learning, be comfortable and happy there needs to be a focused exploration on seating | 1, 3 |
| *Increased opportunities for engagement with families* | Where further support is needed the school has shown proven impact through family focused meetings and informal opportunities to regularly meet.  These sessions enable families to build support networks and also learn about their rights and how they can access support | 2, 4 |

**Total budgeted cost: £** *[70,000]*

# 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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| *Pupils in receipt of Pupil Premium funding made 93% good or outstanding practice compared to a whole school average of 87%. This highlights the impact of work targeted at vulnerable pupils during COVID 19. (Please see the COVID Strategy/COVID reflection for more information).*  *Specific strategies enabled ALL pupils to make progress whether learning on school site or remotely.*  Alongside this, the assessment system formalised the impact of awards and qualification for young people. |