



| 1. Summary information  |                |   |                      |   |              |
|---|----------------|---|----------------------|---|--------------|
| <b>School</b>   | Hilltop School |   | <b>Type of SEND:</b> |   | PMLD/SLD     |
| <b>Academic Year</b>  | 2020-2021      | <b>Total PP budget</b>                  | £24,720              | <b>Date of most recent PP Review</b>                  | January 2021 |
| <b>Total number of pupils</b>   | 134            | <b>Number of pupils eligible for PP</b> | 111                  | <b>Date for next internal review of this strategy</b> | Easter 2021  |
| 2. Guidance   |                |   |                      |   |              |
| <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of Covid-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each special school with a total of £240 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> |                |   |                      |   |              |
| 3. Barriers to future attainment  |                |   |                      |   |              |
| <p>All of the pupils within Hilltop School have a diagnosis of Profound, Multiple, Severe and/or Complex Needs. Therefore, it is essential that the school personalises learning to meet the breadth and variety of need. For pupils in receipt of Covid pupil premium the use of allocated funding is decided upon following evaluation of pupil progress action plans which address any barriers (academic, medical, social, emotional or physical) to learning through planned interventions, approaches or strategies. For many pupils this includes the development of pre-requisite learning skills, meta-cognition and self-regulation in readiness to learning. This is particularly true for pupils who are not attending full time school or struggle to refocus after unplanned periods of absence due to Covid isolation.</p>             |                |   |                      |   |              |

| 4. Use of Funds  | EEF Recommendations  |
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| <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> | <p><b>The EEF advises the following:</b></p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer/holiday support</li> </ul> |

| 5. Planned expenditure   |  |           |               |             |
|--|--|-----------|---------------|-------------|
| i. Teaching and whole-school strategies  |  |           |               |             |
| Desired Outcome  | Approach & Cost  | Lead      | Impact/Review | Actual cost |
| <p><u>Supporting great teaching:</u><br/>The curriculum will be planned with increasing detail and consideration for how prerequisite knowledge and skills will be taught alongside new learning so that gaps can be reduced and students have access to a meaningful and relevant curriculum.</p> | <p>Additional time for teachers release time and additional cover will be required to facilitate the additional PPA.<br/><br/>£2,500</p> | <p>JG</p> |               |             |

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| Purchase of resources and technology for students to access learning experiences at home and in additional school spaces.  | Purchase of iPads, laptops, sensory equipment, literacy and maths equipment for new spaces.<br>£2,700  | DB          |                      |                    |
| <u>Teaching assessment and feedback</u><br>Teachers have a very clear understanding of what gaps in Individual Learning Programmes remain and use this to inform assessments giving a greater degree in confidence and accuracy of assessments.<br>Teachers able to adapt to changing learning remotely and in school at a 'greater distance'. Looking at the impact of current strategies on EHCP and reviewing progress against long term targets & updating EHCP's. | Purchase of iPads for teachers to be able to review learning.<br>£1,000<br>Additional release time for teachers and additional cover will be required to facilitate the pupil progress meetings & ongoing remote learning.<br>£2,500 | DB<br>JG    |                      |                    |
| <u>Transition support</u><br>Students who are joining school from different settings or who are exiting their schooling from Hilltop School have an opportunity to become familiar and confident with the setting before they arrive/leave.<br>Purchase of bespoke sensory integration (SI) equipment or general resources to allow students the opportunity to engage in a smooth successful transition back to full-time school.                                     | Additional staffing funding for transitions.<br>£2,000<br><br>Purchase of SI resources to facilitate a positive transition back/into to school<br>£1,500   | CR<br>DB    |                      |                    |
| Total Planned budget £12,500   |  |             | Actual Budget        |                    |
| <b>ii. Targeted Approaches</b>   |  |             |                      |                    |
| <b>Desired Outcome</b>   | <b>Approach &amp; Cost</b>   | <b>Lead</b> | <b>Impact/Review</b> | <b>Actual cost</b> |
| <u>1:1 and small group work</u><br>Individual phonics, maths and reading interventions.  | Additional time/staff capacity for additional 1:1 interventions in phonics, SI,  | JG          |                      |                    |

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| Additional Sensory Integration and behavioural interventions to increase learning which has been impacted by irregular attendance.   | reading, maths and behaviour.<br>£3,000  |                    |                      |                    |
| <u>Bespoke learning at home/school</u><br>Individual resources including social stories, technology and sensory equipment to ensure pupils are ready to learn.<br>Direct support from FST to ensure effective learning at home school.   | Additional resources and staff time including FST hours to support learning.<br>£1,200<br>Additional FST hours to make home contact/visits.<br>£1,300                              | JG                 |                      |                    |
| <u>Wellbeing 1:1</u><br>Individual support in school or remotely to support positive self-image and wellbeing.   | 1 full day additional ELSA trained staff time to support direct wellbeing.<br>£2,300   | JG                 |                      |                    |
| <u>Functional Skills</u><br>Develop individual independence skills & transfer them from home/school.   | Capacity for teachers & FST to offer 1:1 sessions with families and additional resources for home.<br>£3,500   | CR                 |                      |                    |
| Total Planned budget £11,300   |  |                    | Actual Budget        |                    |
| <b>iii. Wider Strategies</b>   |  |                    |                      |                    |
| <b>Desired Outcome</b>   | <b>Approach &amp; Cost</b>   | <b>Lead</b>        | <b>Impact/Review</b> | <b>Actual cost</b> |
| <u>Supporting parents and carers</u><br>Children will have greater opportunities to access learning at home with access to wider and personal interests & learning opportunities.<br><br>Students have access to appropriate stationery and paper-based home-learning if required so | School/families to source online & direct experiences which support wider engagement in learning.<br>For example, developing individual experiences & online performances.<br>£600 | All teachers & SLT |                      |                    |

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| that all can access learning irrespective of ability of child/parent to navigate the online learning. Personalised materials from class teacher or FST.   | Learning packs are prepared as an alternative to online learning.<br>£600               | Teachers |               |  |
| <u>Access to technology</u><br>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to students using Teams and a range of websites and materials. | Purchase of iPads, switches and laptops to allow students to access learning.<br>£5,000 |          |               |  |
| Total Planned budget £6,200   |   |          | Actual Budget |  |
| <b>Overall total planned budget £29,700</b>   |   |          |               |  |
| <b>Overall actual budget</b>  |   |          |               |  |
| <b>6. Any additional details</b>  |   |          |               |  |
|   |   |          |               |  |