

Pupil premium and recovery strategy statement Hilltop School

This statement details Hilltop 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

Detail	Data
School name	Hilltop
Number of pupils in school	132
Number of pupil premium students	47
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/23 and 2023/24.
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Burdett, Headteacher
Pupil premium lead	David Burdett
Governor / Trustee lead	Shaz Biggin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,190
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total pupil premium and recovery funding this academic year	£70,530
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	£3,971,099

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- 'Therapies' to support engagement in learning and good attendance
- Progression to further educational opportunities
- Employability
- Social opportunities including community, extended services and residential

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence, academic and social skills and continue to ensure that high-quality work experience, careers guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on our ongoing assessments and linked to their individual EHCP. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils would make less progress from their starting points when entering school without direct input and support funded through Pupil Premium. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic and EHCP progress would be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable around communication outcomes and specifically speaking.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and engage with wider peers and in the community.
4	Our students have limited access to quality post 16 and 19 provision when choosing to leave Hilltop school.
5	Our assessments, observations, pupil progress and external professionals observations indicate that disadvantaged pupils often require additional support and bespoke therapies to effectively engage in learning activities. This includes additional support around SI, behaviour, emotional wellbeing, health needs, rebound and hydrotherapy.
6	Ensuring our students have access to education and good attendance to ensure they are accessing learning and making progress.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, notably communication, relative to their starting	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/24.

points as identified through baseline assessments.	Disadvantaged pupils show comparative progress with their peers particularly around communication.
Improved language skills for disadvantaged pupils so that they can independently read and comprehend texts.	Assessment of pupils' language comprehension, phonics and reading skills shows similar outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2023/24.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater opportunities, confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Students are and their families are supported to a quality post 16/19 provision.	PCRs, joint working with adult services and effective transitions support quality and sustainable post 16/19 placements.
Pupils have equal access and engagement in learning. Through Pupil Progress meetings students are offered strategies toward engagement. This includes hydro, rebound therapy, sensory integration/diet, physical activity and intensive interaction.	Assessment of pupils progress indicates the specific interventions have supported equivalent levels of progress by the end of our strategy in 2023/24.
Pupils where their behaviours are of concern are supported in school to engage in learning.	Pupils with behaviours of concern show comparable progress with peers at the end of our strategy in 2023/24.
Improved levels of attendance for disadvantaged pupils supported through health needs, family support, breakfast and after school clubs.	Pupils who are struggling to attend school due to health needs are supported to engage flexibly with learning and have comparable levels of attendance/engagement.
Disadvantaged pupils feel better prepared for career progression and opportunities through mentoring, work experience and opportunities for volunteering.	All disadvantaged pupils are able to access high quality work experience and careers mentoring.

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: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a Literacy Teaching and Learning Responsibility lead to develop and improve Literacy and communication teaching across the school in line with DfE guidance.</p> <p>The lead will engage with Learners 1st, ROSIS and English hub to develop the quality of Literacy teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 & 2</p>
<p>CPD for teaching staff on developing phonic and reading skills.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge. Phonological awareness and phonemic awareness is key to reading skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 & 2</p>
<p>Purchase of an additional day per week of Speech and Language Therapist (SALT) time, and two further full time HLTAs equivalent in our family support team to support Literacy, communication and phonics.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1, 2, 3 & 7</p>

Targeted academic support

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6 & 7

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment and expertise available for PP learners with enhanced sensory needs, including autism. We will also fund staff training from our privately funded OT.	Sensory equipment and resources such as mattresses, trampettes, physio/peanut balls, lap pads, tunnels, weighted jackets and additional proprioceptor equipment provide support for our pupils with sensory needs. This support is also extended to establishing a 'sensory diet' at home. Evidence over time established within the school supports this. The Effects of Sensory Diets on Children's Classroom Behaviors Vidya Pingale et al 2020 and Schoen 2019 A Systematic Review Sensory Integration Intervention	5 & 7
Specific support around behaviours of concern which impact on learning. Family	Behaviour has a major impact on learning and can reduce engagement in positive activities which support progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3, 5 & 7

support lead and part time behaviour support role.		
Specific support around mental wellbeing. Support from a full time ESLA post in school.	Pupils with good mental health and positive self-image tend to engage in learning. There has been significant recent research around good mental health and engagement in learning and progress.	5
Programme working with parents and carers to develop effective home learning environments and support attendance/engagement in learning.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4, 6 & 7
Training for post 16 pupils to use public transport. This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4 & 5
Individual programmes to engage students in learning.	Access as needed to Sensory integration/diet, Hydro and rebound therapy, intensive interaction, music sensory room, physical activity and wellbeing. From internal research pupil progress and experience a bespoke timetable which incorporates individual pupils' interests and motivators supports engagement in learning and progress.	5 & 6

Total budgeted cost: £106,000

Part B: Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
None	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges and post 16/19 to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as work experience, volunteering and supported internships.
- Continuing to develop our PCR process to ensure our learners have a voice and are part of longer term decisions.
- Development of the Pupil Parliament model to ensure greater pupil voice and influence across school.
- Additional capacity within the family support team to maximise engagement with families for pupils learning. This includes home visits, programmes and support for direct interventions.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We have worked with Nexus MAT and school improvement officer to evaluate our students 'relative' progress and evaluate what initiatives had had a direct impact on pupils' engagement and progress.

Our school based research has indicated that there is greater need for focus on phonics/reading and ensuring all pupils have an effective system of communication. This is particularly true for our disadvantaged learners. This forms part of the school improvement plan and is a focus for Pupil Premium funding activity.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. We have created a parent steering group to look at the impact of our work and how we communicate with parents effectively. Our family

support team work closely with parents and this work has been further extended this academic year to support families to engage with school and learning for their child.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and additional interventions to secure better outcomes for pupils over time. This will be monitored through pupils' routine assessments and termly pupil progress meetings. Through the annual review process we will establish the progress made on key objectives in their EHCP and ensure where these are not being fully met there are intervention programmes to address this.