



Pupil Premium Strategy – Hilltop School 2017-18



1. Summary Information					
School	Hilltop School			School designation	PMLD/SLD
Academic Year	2017- 2018	Total PP budget	£56,862.00	Date of final PP Review	August 2018
Total number of pupils	113	Number of pupils eligible for PP	34	Date for next internal review of this strategy	New strategy Sept 2018

2. Barriers to future attainment (for pupils eligible for Pupil Premium)	
All pupils at Hilltop School face significant barriers to learning as a result of their individual needs combined with socio-economic factors.	
In-school barriers	
A.	Communication assessments, systems, pathways and training.
B.	Understanding sensory needs and the impact on learning.
C.	Behaviour management, support, reporting and monitoring.
D.	Emotional well-being – anxieties, confidence often linked to behaviours and pupils with ASC
E.	Complex care needs not being met by CHC above and beyond universal services
F.	Opportunities for residentials, enrichment and opportunities beyond usual school activities
External barriers	
G.	Attendance (due to ill-health, medical conditions, sustainability of placement at home/school)

3. Outcomes			
	Desired outcomes and how they will be measured	Success	Planned Expenditure
A.	22 pupils have additional input for communication from the Teaching and learning team, Makaton tutors and development of communication systems	Begin communication assessments and then pupils are routinely accessing their appropriate communication systems. Through termly assessment of effectiveness of communication system linked to Pupil Progress meetings.	£16,420
B.	11 pupils requiring sensory input have access to sensory provision on a daily basis.	Pupils have a sensory one page profile that details their possible sensory inputs/needs. Pupils have a completed sensory assessment. Pupils have input from sensory OT.	£15.500

		Pupils access daily sensory circuits or have sensory input during their learning time in class.	
C.	14 pupils identified with behaviours that impact on access to learning have either, a behaviour management plan, hierarchy of support or one page behaviour profile appropriate to their needs.	Routine monitoring of incidents will track impact of behaviour support. Behavioural incidents will reduce enabling the child or young person greater access to their learning.	£19,400
D.	18 pupils identified with emotional well-being needs will have targeted support through bespoke learning programmes.	Engagement with learning is improving. Pupils are making at least expected progress as monitored through pupil progress and termly assessments. Home/school diaries indicate they are making more positive choices around, food, behaviour and engagement with activities.	£5,600
E.	6 pupils have additional care needs not being met by universal services and these will be targeted through individual care plans around their additional needs.	Engagement in learning is improving. Pupils have their care needs met to increase their time 'on task' and engaged with learning.	£5,200
F.	pupils have access to wide range of activities both in and out of school which provide social, independence and new experiences.	Pupils access residential and extra-curricular activities.	£3,400
G.	Improved attendance rates for 6 pupils eligible for pupil premium.	Close attendance monitoring by lead teacher ensures all pupil eligible for pupil premium funding have increased attendance from last academic year. 6 pupils identified as persistent absentees will have improved attendance from their starting points.	£6,300
Total planned expenditure: £71,820			

4. Current attainment – end of Autumn Term 2017		
	Pupils eligible for Pupil Premium	Pupils Not eligible for Pupil Premium
% of pupils making expected or above progress in reading	79%	54%
% of pupils making expected or above progress in writing	70%	81%
% of pupils making expected or above progress in speaking	74%	73%
% of pupils making expected or above progress in listening	82%	76%
% of pupils making expected or above progress in number	74%	57%
% of pupils making expected or above progress in Shape, Space, Measure (SSM)	74%	73%
% of pupils making expected or above progress in Using & Applying	65%	68%
% of pupils making expected or above progress in science	65%	78%

4. Current attainment – end of Spring Term 2018
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	Pupils eligible for Pupil Premium	Pupils Not eligible for Pupil Premium
% of pupils making expected or above progress in reading	76%	65%
% of pupils making expected or above progress in writing	79%	43%
% of pupils making expected or above progress in speaking	85%	86%
% of pupils making expected or above progress in listening	85%	73%
% of pupils making expected or above progress in number	76%	79%
% of pupils making expected or above progress in Shape, Space, Measure (SSM)	76%	52%
% of pupils making expected or above progress in Using & Applying	79%	65%
% of pupils making expected or above progress in science	71%	46%

4. Current attainment – end of Summer Term 2018		
	Pupils eligible for Pupil Premium	Pupils Not eligible for Pupil Premium
% of pupils making expected or above progress in reading	78%	76%
% of pupils making expected or above progress in writing	60%	67%
% of pupils making expected or above progress in speaking	86%	88%
% of pupils making expected or above progress in listening	86%	74%
% of pupils making expected or above progress in number	80%	82%
% of pupils making expected or above progress in Shape, Space, Measure (SSM)	78%	72%
% of pupils making expected or above progress in Using & Applying	83%	67%
% of pupils making expected or above progress in science	76%	64%

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
A Communication assessments, systems, pathways and training.					
Outcomes – Desired outcomes and success criteria					
A 22 pupils have a completed communication assessment and pathway is established.					
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
22 pupils have an assessed pathway and appropriate communication system in place.	Family Support and Learning team (FS&L team) manages assessment in conjunction with SaLT. Outcomes fed to teacher and class team.	Pupils need a means to communicate and it is their full entitlement to have a voice.	Assessments completed. Targets to measure progress set. Evidence collected to make judgements of progress. Pupil observed to be developing their communication skills.		Half termly evaluations submitted to Deputy Headteachers indicate pupils making progress. Bespoke training completed by staff with key responsibility for implementing communication method. Communication needs are holistically met by home & school.

					FS&L team working with families Spring 2018 to support home communication.
Total Budget cost: £16,420					
Review of expenditure – End of Academic Year					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
<p>The Family Support and Learning team support pupils across the school in respect of specific communication needs. They support pupils across a range of communication programmes such as objects of reference, PECS, Makaton, low and high tech communication methods. 22 pupils eligible for Pupil Premium have communication identified as a barrier to learning through pupil progress meeting and impact reports. Cost of 3 days a week on contract for FSW £14,500.</p> <p>Pupils not in receipt of pupil premium have equal access to the specialist support team. Pupils in need of support are identified through the school's termly pupil progress cycle and data with referrals made to the team or SaLT. All pupils across the school have an identified means to communicate. Progress data is completed termly and is detailed above for speaking and listening and linked to Pupil Progress.</p> <p>2 staff in Spring 2018 attended specialist PEC's training to share across school to develop our practice. 3 staff are Makaton tutors and we will be rolling out a termly 2 day course throughout the whole school. Makaton courses for parents continue to be oversubscribed with many parents taking up training and support.</p> <p>Pupil progress data and termly review of Pupil Premium students in pupil progress meetings has shown pupils are developing their communication skills in line with their peers.</p> <p>Two pupils who are LAC have not met expected progress in communication. This is partly due to one being removed from home to a foster family and this breaking down at the end of 2017. The second LAC student has demonstrated very challenging behaviours linked to changes at home. Social care were unable to sustain home placement and they have since moved to an out of authority residential placement. The focus through the year became around their wellbeing and supporting their mental health and self-image.</p>					<p>£14,500</p> <p>PECS course £660</p> <p>Makaton Courses £1,260</p>
Total budgeted cost: £16,420					

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
B	Understanding sensory needs and the impact on learning.				
Outcomes – Desired outcomes and success criteria					
B	11 pupils requiring sensory input have access to sensory provision on a daily basis.				
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
11 pupils have daily and regular access to sensory activities providing them with	Sensory Occupational Therapist assesses 11 identified pupils to establish appropriate sensory inputs. Support provided to class teacher and class	To assist pupils to process information by meeting their	Summative assessments at the end of each term.		Termly assessments completed and data analysis explored through termly pupil progress

regulation which assists them to be ready to engage.	team. Appropriate resources bought and accessible.	sensory needs.			meetings. Individual pupil progress action plans.
Total Budget cost: £15,500					
Review of expenditure – End of Academic Year					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
<p>The school offers a daily provision of sensory circuits in a number of learning spaces to enable Primary and Secondary pupil's access to sensory processing activities. These are attended by pupils both in receipt and not in receipt of pupil premium. Overall completion of the sensory circuit takes approximately 15 minutes and consists of activities that alert, organise and calm. Individual classes adapt sensory activities within their classrooms in order to provide shortened inputs throughout the day.</p> <p>New resources purchased 6 trampettes £156, pool slings £900, massage pillow £52 snake massage £42, weighted jackets £73, sports/rebound therapy equipment £160 and physio balls £68. These resources are accessed in both sensory circuits and classroom provisions.</p> <p>Our SI specialist has had a period of illness and the SLA with health had to be suspended for five months. The team of two level 3 TAs have continued to offer provision and have been given additional time out of class to maintain programmes. The SI lead has now returned to work and is continuing to develop and extend provision and access to SI. Staffing is for SI specialist ½ day £6,500 and 2 days TA L3 £6,000</p> <p>11 pupils eligible for Pupil Premium have sensory needs identified as a barrier to learning through pupil progress meeting, examination of data and impact reports.</p> <p>The pupils have all made progress through support for their sensory needs. For two of those learners their progress is less than their peers and this could well be the lack of the provision being led by a specialist and thus sessions and experienced were reduced over the year.</p>					<p>Cost of additional staffing & specialist Resources £1,451</p> <p>Specialist staffing £12,500</p>
Total budgeted cost: £15,500					

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
C	Behaviour management, support, reporting and monitoring.				
Outcomes – Desired outcomes and success criteria					
C	14 pupils identified with behaviours that impact on access to learning have either, a behaviour management plan, hierarchy of support or one page behaviour profile appropriate to their needs.				
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
Pupils behaviour is effectively managed enabling them to participate fully within their personalised curriculum.	Behaviour Lead to support class teacher and team to implement consistent approaches. Monitoring of behavioural incidents is completed half termly.	Behaviour is a means of communication. It is imperative that the meaning of behaviours is established and the pupil is taught effective strategies to communicate their needs in a socially acceptable way.	Monitoring and review sees a reduction in the number of behaviours displayed and/or an increase in 'on task' behaviours and progress.	AW & RM	Fortnightly Extended Leadership Team reviews pupils, their inputs and evidences actions for completion. External examination of behaviour data by nexus to board and CEO.

Total Budget cost: £19,400											
Review of expenditure – End of Academic Year											
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)										Cost	
<p>Whole school review of behaviour policies, procedures and layers of behavioural support plans for individual pupils has been completed in the Autumn and Spring terms. Hilltop uses CPOMS to report behavioural incidents which occur within school, incidents are also monitored through CPOMS by the Behaviour Lead and actions set and complete. The identification of support is actioned through this process and a meeting set of support in writing behavioural support plans. Pupils requiring support for behaviours have support plans in place which may include one or all of the following: behaviour one page profile, behaviour management plan, a detailed risk assessment and a hierarchy of support in place to ensure consistency in approach. Functions of behaviour will analysed by Behaviour Lead within school and support plans reviewed and updated in line with incident reviews and monitoring, which is completed half termly. Four calm areas set up in school with additional break out space developed in Post 16. The addition of the porta cabin for September 18 has supported 6th Form students to have more flexible spaces and supports 2 specific pupils. Still need to establish key staff as part of the ‘care’ team’ to develop care plan and behaviour spreadsheet to check routine update of behaviour plans so we have a clear picture of when and who has been updated (late summer 18). Staffing for equivalent of ½ L2 TA is around £6,600 with 1 day support from HLTA £6,000.</p> <p>14 pupils eligible for Pupil Premium have behaviour identified as a barrier to learning through pupil progress meeting, impact reports and monitoring of behavioural incidents and support indicate progress has been made in learning and behaviour. Support for behaviour is personalised to meet the needs of individual pupils. All students have had interventions to support their behaviours toward greater learning. This has ensured that all pupils have not been excluded and their behaviours that challenge have reduced. The family support team have developed programmes with seven of the students which has impacted positively on their learning. Two LAC students will be leaving the school for 24/7 residential provision as the LA can’t support their care placement.</p>										Additional educational psychology service £6,000	
										Additional staffing linked to individual pupils £12,600	
										Resources £800	
Total budgeted cost: £19,400											

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
D Emotional well-being – anxieties (most linked to ASC)					
Outcomes – Desired outcomes and success criteria					
D 18 pupils identified with emotional well-being needs will have targeted support through bespoke learning programmes.					
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
Pupils transitional anxieties are well managed with structured approaches.	Training to improve knowledge of the importance of implementing a structured approach.	Preparing and managing change for pupils reduces anxiety and stress. An effective structure coupled with clear communication assists pupils with their independence.	Pupil progress meetings and individual action plans monitored by SLT. QTL observations.	SLT & MoB	Termly pupil progress meetings.
Total Budget cost: £5,600					

Review of expenditure – End of Academic Year	
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
<p>Staff have completed in school training of TEACCH and use of schedules, now/next to support children and young people who require a structured approach to teaching and learning. Class teams have been supported by ASC lead to implement routines within classroom spaces. Schedules have been constructed based on individual need and introduced to appropriate pupils. Monitoring and review completed by SLT of approaches used. Fortnightly the school has a focussed Extended Leadership meeting on pupils experiencing more than one barrier to learning. This includes both pupil premium and non-premium pupils.</p> <p>Purchase and set up of three 'support spaces' in school to enable 'timeout' in a positive and productive way. Seats/benches purchased with storage units and resources to support positive self-image and positive activities.</p> <p>Termly meetings with CAMHS to establish which students need specific support around mental health. This has resulted in a number of students being turned down for support from CAMHS and we need wider support from Nexus to better engage with CAHMS in a timely way to respond to the needs of our learners.</p> <p>The work on emotional wellbeing has impacted positively on our students and supported their 'voice', support systems and helped them to engage positively in activities at school. The number having the confidence to access residential and after school clubs has also increased.</p> <p>Two LAC pupil's placements broke down this academic year with another two the LA being unable to sustain their care placement long term. Two pupils are now in residential education out of authority with the other two being supported to sustain their attendance, self-image and supporting their emotional resilience.</p>	<p>HLTA time £5,000</p> <p>£600</p>
Total budgeted cost: £5,600	

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
E	Complex care needs not being met by CHC above and beyond universal services				
Outcomes – Desired outcomes and success criteria					
E	6 pupils have additional care needs not being met by universal services and these will be targeted through individual care plans around their additional needs.				
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
Pupils care needs are fully met to increase engagement in learning.	Source adequate and high quality training to ensure all of pupils health needs are met. Care plan 'spreadsheet' development across the school.	Our pupils must have their basic needs met in order to feel relaxed, basic needs met and ready to learn. Engagement in learning will improve as a result.	Pupil progress meetings and individual action plans monitored by SLT. QTL observations.	SLT &	Termly updated care plan spreadsheet to SLT. Termly pupil progress meetings.
Total Budget cost: £5,200					
Review of expenditure – End of Academic Year					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
It is planned to ensure effective training for all our pupils care needs. This will focus on all pupils' but we will measure the					Training and resources

<p>impact on those with pupil premium. Additional training time for class teams £2,040 and resources like defib £1,000. Time has been spent on multi agency meetings for those students with the most complex needs which usually results in poor attendance, engagement and progress. We have met with 8 families and professionals of pupils whose health are poor/ complex in order to support them back into school and try to maximise their attendance. For one student it has meant purchasing an ‘ambulance’ trolley bed to get him into school when health and transport were unwilling to. For 4 others it has been establishing their health needs and to ensure these are reflected in day to day protocols at home and school. We still have 2 students whose attendance and health is very poor and they are reintegrating back into school after extended periods of hospitalisation. Additional costs of staffing short term during reintegration at an additional £2,160. One student was unable to access without a ‘trolley bed’ which health, LA or transport would not fund. We are trying to recoup the funding from the LA but at present this is an additional £7,300 spent to ensure continued education. We still need to establish key staff as part of the ‘care’ team’ to develop care plan and behaviour spreadsheet to check routine update of care plans and care routines.</p>	<p>£3,040.</p> <p>Additional £2,160 staff costs.</p> <p>Additional £7,300 for ‘trolley transport bed’</p>
Total Budget cost: £5,200	

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
F	Residentials				
Outcomes – Desired outcomes and success criteria					
F	At least 10 pupils have access to residential and out of school experiences.				
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
Pupils have equal access to residentials and out of school activities which develop their confidence & skills.	Funding at least half the cost of residentials, after school clubs and ‘enrichment’ opportunities.	Pupils are more flexible and prepared to accept and engage in new experiences including an overnight stay.	Pupil progress meetings and individual action plans monitored by SLT. QTL observations.	ELT	Ongoing numbers of pupils shared with SLT who have accessed residentials and ASC.
					Total Budget cost: £3,400
Review of expenditure – End of Academic Year					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
<p>The school offers a number of residential and extended out of school opportunities. We ensure that pupils do not miss out on this due to financial pressures on the family.</p> <p>SLT will monitor residentials and after school clubs to ensure access and opportunity for pupil premium pupils.</p> <p>So far this academic year 8 pupils have had a half price place to enable them to take part in a residential. We have increased the number of residentials this year and parents have responded well to this with many more pupils going. Many of them for the first time ever from home.</p> <p>Pupils’ families have been contacted to encourage them to engage in out of school and extended services activities. This is at half price</p>					Individual cost per child linked to residentials

<p>for all those pupils. Again there has been a huge increase in uptake for this and we are now at a point where we are at our maximum places in all sessions.</p> <p>All of the 10 pupils targeted had access to a residential supported by the school.</p> <p>For some of our pupils the school put in additional funding for direct staff support over the spring/summer holidays when the family faced challenging circumstances. This was not planned in original budget</p>	<p>£680 staffing costs</p>
Total budgeted cost: £3,400	

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
G Attendance					
Outcomes – Desired outcomes and success criteria					
G Improved attendance rates for 6 pupils eligible for pupil premium.					
Planned expenditure – to improve classroom pedagogy, targeted support and provide support for whole school strategies.					
Desired Outcome	Chosen action / approach	Evidence & Rationale	Measuring of Implementation	Staff Lead	Review of Implementation
Increased attendance rates	Family Support employed to monitor pupils, liaise with Admin staff & head regarding reasons for absence gained from families.	Reduced attendance at school has an impact on the access to learning and therefore overall progress.	Time allocated to FSW to address attendance and meet with parents. Extended Leadership meeting to share persistent absentees and progress made with appropriate leaders.	FSW,SLT & head	Weekly to head/SLT. Half termly through attendance figures. 1 day of FSW £4,300
Total Budget cost: £6,300					
Review of expenditure – End of Academic Year					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
<p>FSW and head monitors attendance on a weekly and half termly basis of all pupils within the school. Dissemination of information regarding monitoring of attendance is shared with ELT & Class teachers. Teachers encouraged to raise concerns around any of their pupils, irrespective of whether they are in receipt of pupil premium or not, at any given time to the FSW or SLT. FSW has developed a praise and reward system of pupils achieving 100% attendance and this published through the Headteachers newsletter to families. Pupils are given termly certificates for good and increased. Analysis of attendance is supported by routine office reports and these are communicated to the Senior Leadership Team and Extended Leadership Team. Formal Attendance Support meetings have been held with families across the school including pupils in receipt of pupil premium where appropriate. Attendance has significantly dipped in the autumn term and we worked during the spring to meet with parents and clarify/raise expectations around attendance. We have increased the number of unauthorised absences and made it clear parents have a responsibility to ensure good attendance and when not here to share appointment letters and reasons for ill health. There have been 3 home visits around attendance and those with complex needs are being supported directly by school to raise attendance. Two of those students now have above expected attendance for the second half of the year with an overall 90% for the year. Tackling attendance with families has had a positive impact in the Spring and Summer term on attendance.</p> <p>All of the six pupils who were targeted for attendance have improved their attendance.</p> <p>This still needs more work and to target individual families and students to further support some families who need home tuition and</p>					<p>£300 praise and reward.</p> <p>FSW & heads time £6,000.</p>

reintegration work in 2018-19.	
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	Total budgeted cost: £6,300
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6. Additional detail

This section details any additional information that has been used to inform the statements above.
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7. Total Expenditure

This section totals budgeted expenditure and actual expenditure as outlined in previous sections.

Total planned expenditure: £68,420

Actual expenditure: £78,560
