Pupil Premium Strategy – Hilltop School 2019-20

1. Summary Information					
School	Hilltop School		School designation		PMLD/SLD
Academic Year	2019- 2020	Total PP budget	£56,920	Date of final PP Review	September 2020
Total number of pupils	123	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Reviewed Jan 2020

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 & positive self-image 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.	33 pupils have additional input for communication from the Teaching and learning team, Makaton tutors and development of communication systems	Further development of communication flow chart to assess individual need. Every pupil has a communication assessments leading to them accessing their appropriate communication systems. Through termly assessment of effectiveness of communication system linked to Pupil Progress meetings.		£18,000
B.	13 pupils requiring sensory input have access to sensory provision on a daily basis.	Pupils have a sensory profile that details their sensory inputs/needs. Pupils have a completed sensory assessment. Pupils have input from sensory OT. Pupils access daily sensory circuits or have sensory diet during the week.		£16,000

		Pupils needing additional support have regular access to sensory classroom/experiences.	
C.	15 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. Each pupil has an effective behaviour support plan which reduces the impact of behaviour that challenges learning. Behavioural incidents will reduce enabling the child or young person greater access to their learning.	£16,000
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 meetings and termly assessments. ELSA work ensures that therapeutic/mental health needs are supported. Home/school diaries and IEPs indicate they are making more positive choices around, food, behaviour and engagement with activities.	£8,000
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. Pupils not able to access learning full time are supported at home to engage positively with education.	£9,000
F.	At least 8 pupils have access to wide range of activities both in and out of school which provide social, independence and new experiences.	Pupils access one residential and at least half term of extra-curricular activities. Pupils continue to access the community successfully.	£3,000
G.	Improved attendance rates for 7 pupils eligible for pupil premium.	Close attendance monitoring by FSW/Data Manager/Head ensures all pupil eligible for pupil premium funding have increased attendance from last academic year. 7 pupils identified as persistent absentees will have improved attendance from their starting point. Pupils with complex needs will have a bespoke educational package that includes home schooling or shortened week/day.	£4,000
			Total planned expenditure: £74,000

4. Current attainment – end of Autumn Term 2019		
	Pupils eligible for Pupil Premium	Pupils Not eligible for Pupil Premium
% of pupils making expected or above progress in reading	(92%)	(87%)
% of pupils making expected or above progress in writing	(92%)	(89%)
% of pupils making expected or above progress in speaking	(97.3%)	(87%)
% of pupils making expected or above progress in listening	(89.4%)	(91.3%)
% of pupils making expected or above progress in number	(89.4%)	(93.4%)

% of pupils making expected or above progress in Shape, Space, Measure (SSM)		(89.4%)	(96%)
% of pupils making expected or above progress in Using & Applying		(89.4%)	(96%)
% of pupils making expected or above progress in science		(92%)	(89.1%)

4. Current attainment – end of Spring Term 2020		
	Pupils eligible for Pupil Premium	Pupils Not eligible for Pupil Premium
% of pupils making expected or above progress in reading	89%	93%
% of pupils making expected or above progress in writing	89%	92%
% of pupils making expected or above progress in speaking	100%	98%
% of pupils making expected or above progress in listening	100%	98%
% of pupils making expected or above progress in number	95%	93%
% of pupils making expected or above progress in Shape, Space, Measure (SSM)	97%	95%
% of pupils making expected or above progress in Using & Applying	95%	96%
% of pupils making expected or above progress in science	97%	95%

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	33 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
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. Progress assessed via IEPs & pathway data.	Pupils need a means to communicate and it is their full entitlement to have a voice. High confidence in method used and in progress made.	Assessments completed. Targets to measure progress set in IEPs. Evidence collected to make judgements of progress. Pupil observed to be developing their communication skills at home and school. Family support team extended to support communication		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. Family support team working with families to support home/school communication.
					Total planned Budget cost: £18,000
Review of expenditure – End of Academic Year					
33 pupils have an effective communication system which is supported/reviewed by school & SaLT.					

Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
The Family Support team lead 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, PEC's, Makaton, low and high tech communication methods. 33 pupils eligible for Pupil Premium have communication identified as a barrier to learning through pupil progress meeting and impact reports. 3 staff from the FST are designated leaders for communication and are not class based. Numerous home school programmes develop around communication. 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 referrals made. 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. PEC's training for all school staff training course taken place. PEC's has been developed throughout school. 2 staff are Makaton tutors and have developed a training programme throughout the whole school.	£18,000
	Total cost: £18,000

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	13 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
Pupils have daily and regular access to sensory activities providing them with regulation which assists them to be ready to engage.	Sensory Occupational Therapist assesses identified pupils to establish appropriate sensory inputs. Support provided to class teacher and class team. Appropriate individual resources bought and accessible.	To assist pupils to process information by meeting their sensory needs.	Summative assessments at the end of each term.		Termly assessments completed and data analysis explored through termly pupil progress meetings. Individual pupil progress action plans.

	Total planned Budget cost: £16,000
Review of expenditure – End of Academic Year	
13 pupils with access to sensory integration make at least expected progress	

Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
The school offered a daily provision of sensory circuits in a number of learning spaces to enable Primary and Secondary pupil's access to sensory processing activities/sensory diet. 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 includes activities that alert, organise and calm. Individual classes have adapted sensory activities within their classrooms in order to provide shortened inputs throughout the day. Bespoke individual programmes developed for pupils who are struggling to access learning and ensure they are in a 'calm alert' state and	Additional staffing £4,500 Resources

	£1,185
ready to learn. New resources purchased such as trampettes £120, pool slings £400, massage pillows £104, weighted jackets £73, sports/rebound therapy equipment £160 and physio balls £68. These resources will be accessed in both sensory circuits and classroom provisions. Materials for training staff £260. 13 pupils eligible for Pupil Premium have sensory needs identified as a barrier to learning through pupil progress meeting and impact reports.	Specialist staffing £11,000 SLA with health

	Total cost: £16,685

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	15 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	Leadership Team reviews pupils, their inputs and evidences any actions for completion. External examination of behaviour data by nexus to board and behaviour leads.

	Total planned Budget cost: £16,000

Review of expenditure – End of Academic Year	
15 pupils with behaviours that challenge make at least expected progress and access a personalised curriculum.	
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
Whole school review of behaviour policies, procedures and layers of behavioural support plans for individual pupils. This includes new recording sheets for 2019-20. Hilltop uses CPOMS to report behavioural incidents which occur within school, incidents are also monitored through CPOMS by the Behaviour Lead and SLT with actions set and completed. 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. Additional support form educational psychology has enabled us to work jointly with a few parents and professionals to develop joint	Additional educational psychology service £6,000 Additional staffing linked to individual pupils £12,600

		Safe space £7,600. Resources £800
working for future needs of some students. Establish key staff as part of the Family Support team' to develop care plan and behaviour spreadsheet to check routine update of behaviour plans. This includes the development of 'behaviour champions' in classes. The school has purchased a 'safe space' to support a student with significant challenges. 17 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 required. Support for behaviour personalised to meet individual pupil needs.		
		Total cost: £27,000

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. Use of schedules, now/next & personalised routines.	Preparing and managing change for pupils reduces anxiety and stress. An effective structure coupled with clear communication assists pupils with their independence. Staff knowledgeable in creating effective routines for pupils.	Pupil progress meetings and individual action plans monitored by SLT. QTL observations. TRL for 'blue pathway' to examine routines.	SLT & MoB	Termly pupil progress meetings. Termly observations, learning walks, work books etc. ELSA time & schedules training
					Total planned Budget cost: £8,000

Review of expenditure – End of Academic Year	
18 pupils access personalised timetables to include now/next, schedules & timetabled interventions which allow them to make expected progress	
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
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. A standard agreed format for class timetables/schedule has been developed with all classes having this a 'general' resource for students. Schedules have been constructed based on individual need and introduced to appropriate pupils. Monitoring and review completed by SLT of approach. Weekly 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. Introduction of Attention Autism activities introduced in some classes. Specific work on ELSA one day a week and work on pupil voice to capture needs of students. New full time ESLA appointed for September 202. Specific resources linked to individual issues – creation of 'social stories' and 'feelings' resources.	ELSA post additional £7,000. Resources £1,600
	Total cost: £8,600

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	4 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' further 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 planned Budget cost: £9,000

Review of expenditure – End of Academic Year	
4 pupils will continue to access education and maintain their current levels of learning.	
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)	Cost
Home schooling continued for 1 student with 2 members of staff supporting. Additional training and support for students with more complex needs. Much of this has been significantly affected by Covid from March 20. All but one of the students did not attend school and were required to shield so school were unable to offer direct health/support in the home. For 2 students with complex needs around autism they were directly supported 3 days a week at home.	Overall staffing costs £7,600 Additional expenses & resources £1,300
	Total cost: £8,900

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
F	Residentials				
Outcomes – Desired outcomes and success criteria					
F	At least 8 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 a residential and out	Funding at least half the cost of a residential, after	Pupils are more flexible and prepared to except and engage in new	Pupil progress meetings and individual action plans monitored by SLT. QTL observations.	ELT	Ongoing numbers of pupils shared with SLT who have accessed

of school activities which develop their confidence & skills.	school clubs and 'enrichment' opportunities.	experiences including an overnight stay.	Nexus and Hilltop ASC's evaluations.		residentials and ASC.

					Total Budget cost: £3,000

Review of expenditure – End of Academic Year					
At least 8 pupils will take part in a residential experience this academic year.					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
The school offered 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. SLT monitored residentials and after school clubs to ensure access and opportunity for pupil premium pupils. 8 pupils had a reduced price place to enable them to take part in a residential. 3 pupils had subsidised access to extended services outside school hours. We had a number of pupils leaving Hilltop at 19 who were unable to have an effective transition. These have taken place in addition to normal school hours in summer holidays and early September 2020.					£1,500 £500 £2,000
					Total cost: £4,000

5. Barrier to future attainment (for pupils eligible for Pupil Premium)					
G	Attendance				
Outcomes – Desired outcomes and success criteria					
G	Improved attendance rates for 7 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. Pipil progress meetings and information from FSW to bring information to families and SLT.	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. All 7 pupils have attendance above previous percentage.	FSW,SLT & head	Weekly to head/SLT. Half termly through attendance figures. Pupil progress meetings termly. 1 day of FSW £4,300 Office support £1,300 Home school team £3k
					Total Budget cost: £4,000
Review of expenditure – End of Academic Year					
7 pupils with poor attendance will all have increased their attendance by 5% in the next academic year.					
Impact: (was the success criteria met? Including impact on pupils not eligible for Pupil Premium)					Cost
Attendance monitored on a regular basis for all pupils within the school.					FSW time

Dissemination of information regarding monitoring of attendance was shared with ELT & Class teachers. Regular half termly attendance meetings with FSW or Headteacher and Office lead for attendance monitoring. Analysis of attendance is supported by 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 increased as a school to 90%. This has been significantly impacted by Covid and many pupils have been shielding and not attending school. All those who wish to attend school have done so with many attending school full time. 2 students have been educated at home for 3 days a week.	£2,000.
	Total cost: £2,000

6. Additional detail

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

7. Total Expenditure

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

Total planned expenditure: £74,000

Total actual expenditure: £85,185