

# Herons Dale 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

Detail	Data
School name	Herons Dale School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Isabel Robson Headteacher
Pupil premium lead	Teresa O'Connell
Governor / Trustee lead	Rebecca Dunne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66180
Recovery premium funding allocation this academic year	£13920 (£12700 tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80100 (£92800 including tutoring)

# 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. As a school for pupils who have Educational Health and Care Plans socio-economic disadvantage is not always the primary challenge our pupils face, however 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:

- Behaviour
- Support for families

For example, our data this Autumn term shows us:

Data	PUPIL Premium	Non pupil premium
In the school	33.33%	67%
Attendance on track (over 93%)	69%	70%
Have behaviour support plan	32% - (15/46)	23% (21/89)
Access wider family support (cin/ cp/ early help)	41% (19/46)	20% (18/89)

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most alongside targeted support based on 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 which impact 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.

Because our children's wide-ranging needs we have life skills at the heart of our curriculum. We also prioritise support to develop independence, wellbeing, regulation and social skills

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to

ensure that we offer them the relevant skills and experience they require to be the best they can be.

## Challenges

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

Challenge number	Detail of challenge																																																																										
1	<p>Our assessments show <b>84% of our disadvantaged pupils</b> were making expected or better than expected progress at end of Summer term 21</p> <p>This was achieved by Quality teaching; alongside interventions such as ELSA support, <b>Lego therapy, and Reading</b>. <b><u>Our challenge is to improve reading in all areas across the school – particularly for our engaging learners</u></b></p> <p>Those not making expected progress 16%; were highlighted as needing <b>Sensory input- Social skills support, Therapeutic Behaviour Support Plans, Social worker or Early help family support</b> this will drive our staff training for 21/21</p> <p><b><u>Our challenge is to ensure staff are trained in interventions that can support the continued development of social skills; Lego therapy, Circle of Friends, Therapeutic Thinking</u></b></p>																																																																										
2	<p>Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be inline in most subjects compared to non-disadvantaged pupils. However this is not the case in Writing and Science</p> <table border="1"> <thead> <tr> <th colspan="14">Pupil Premium%/Non Pupil Premium%</th> </tr> <tr> <th>Progress</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Expressive</th> <th colspan="2">Receptive</th> <th colspan="2">Number</th> <th colspan="2">Shape</th> <th colspan="2">Science</th> </tr> </thead> <tbody> <tr> <td>Better</td> <td>31</td> <td>14</td> <td>22</td> <td>12</td> <td>24</td> <td>16</td> <td>12</td> <td>3</td> <td>20</td> <td>20</td> <td>7</td> <td>13</td> <td>6</td> <td>2</td> </tr> <tr> <td>Expected</td> <td>54</td> <td>75</td> <td>61</td> <td>80</td> <td>70</td> <td>75</td> <td>85</td> <td>86</td> <td>69</td> <td>66</td> <td>82</td> <td>69</td> <td>77</td> <td>88</td> </tr> <tr> <td>Emerging</td> <td>15</td> <td>11</td> <td>17</td> <td>8</td> <td>5</td> <td>10</td> <td>4</td> <td>11</td> <td>11</td> <td>14</td> <td>11</td> <td>19</td> <td>16</td> <td>10</td> </tr> </tbody> </table> <p><b><u>This information will drive our resourcing and experience days to help teachers bring learning and awe and wonder to our pupils learning of science and in writing</u></b></p>	Pupil Premium%/Non Pupil Premium%														Progress	Reading		Writing		Expressive		Receptive		Number		Shape		Science		Better	31	14	22	12	24	16	12	3	20	20	7	13	6	2	Expected	54	75	61	80	70	75	85	86	69	66	82	69	77	88	Emerging	15	11	17	8	5	10	4	11	11	14	11	19	16	10
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3	<p>Our assessments show that a higher number of our disadvantaged children have behaviour support plans in place. <b><u>This information will drive our ongoing support for pupil from our ELSA, Play therapy and Music therapy.</u></b> It will be positively impacted by parental involvement and generalising approaches across setting and will link closely with challenge 4</p>																																																																										
4	<p>Our observations and discussions with families show that disadvantaged pupils generally have a greater need for support from</p>																																																																										

our Family Liaison Officer, Early Help and Child in Need services. **Our challenge is to support our parents with continued Family Liaison as well as training that mirrors the work we do in school and supports a consistent approach to supporting behaviour therapeutically**

## 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
To Improve attainment for disadvantaged pupils in all subjects, notably <b>science and writing</b> that is relative to starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our progress meetings and end of year assessments at the end of our strategy in 2022/23.
To provide appropriate and ongoing <b>parenting support</b> and training on managing behaviours therapeutically at home	Parents will feedback that training has been meaningful Early help plans will be informed by a therapeutic behaviour approach Parents will understand and be informed on therapeutic approach to behaviour and provide a consist approach at home and in school – therapeutic behaviour plans will provide information relating to a reduction in certain behaviours
To enable targeted support for <b>Emotional and Mental health</b>	Elsa/Play therapy/ Music therapy for children who need something extra – Outcomes from therapy will be partly or fully achieved at the end of the intervention
To provide <b>training to staff</b> that will enable Lego therapy, social skills sessions to be provided as part of the curriculum where appropriate to pupils needs	Teachers will feel confident to run Lego therapy, Circle of Friends, social skills sessions as part of their regular in class timetables where appropriate to pupils needs

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide resources to improve <b>writing areas</b> and create writing role plays areas in the school</p> <p>We will help fund <b>Educational enrichment days</b> to support Science topics for 22/23</p> <p>We will provide science experiment resources to provide <b>Awe and Wonder</b> to support learning Science through Attention Autism</p>	<p>There is clear evidence that educational visits have <b>a positive impact on young people</b>, and when such experiences are part of a progressive programme designed to support integrated learning, the impact is greatly enhanced. ... They make young people more engaged with learning and therefore more likely to do well.</p> <p>What is the effect of role play?</p> <p>It <b>gives opportunities for learners to apply knowledge in contexts and receive the consequences of actions in safe environments</b>. Research shows that role-playing benefits learning in several ways (Dracup, 2008). First, it produces deep-level learning outcomes that resonate for a long time (Bolton &amp; Heathcote, 1999).</p> <p>Research shows that implementing Attention Autism as an intervention improves joint attention and learning for those learners with ASC.</p>	2
<p>We will provide <b>CPD for ALL teaching staff</b> on developing pupils' language skills and social skills .</p>	<p>Inset and staff training; Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p>	1

	<p>Circle of friends training to develop inclusive practice</p> <p>Creative education subscription for all staff for Access to ongoing CPD</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to continue allocating time for <b>ELSA work with pupils</b>	The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists	3
To continue to allocate time for <b>HLTA intervention on science, writing and reading</b>	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1
To continue to allocate time for HLTA intervention in <b>sensory regulation and hydrotherapy</b>	Our children and current staffing levels mean that hydrotherapy is most effective when supported by the HLTA who works alongside our physiotherapists and has overview of all children's water based physio programs	1

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will help fund appropriate <b>sensory resources</b> that can enhance the sensory regulation as well as developing a <b>sensory library</b> to support	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1

those PP children with sensory needs to access reading	We have seen increased motivation in reading when sensory stories are used	
We will provide a <b>training programme working with parents and carers</b> to develop effective prosocial environments that mirror therapeutic support in school	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: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	3, 4
We will <b>provide Music and Play Therapy</b> for those children who need extra support re emotional regulation	Practice based evidence on music and play therapy before and after outcomes measures show that when our pupils access play or music therapy their outcomes our mostly or fully met within the agreed number of sessions.	
We will help create a <b>rebound therapy facility</b> , getting staff trained	This will create a really positive measurable impact on our pupils with SLD and PMLD from both a physical and SEMH aspect as well as academically	
We will continue to fund our <b>family liaison officer</b> to support our families ensuring they get the right support	Our practice based evidence show us that our parents feel well supported by our family liaison	

**Total budgeted cost: £80,000**

## 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.

**83% of our pupil premium pupils** are made expected or better than expected progress. The cost to school relating to expected progress was core subject interventions

Those pupils not making expected progress **17%**. These pupils had increased sensory input, own timetables and 1:1 support. Family support has also been provided by our Family Liaison Officer.

95% of pupils identified as vulnerable have made expected or better progress.

5% of pupils identified as vulnerable have not made expected progress.

Those not making progress were shielding due to covid, supported by mult professional teams, and accessing 1:1 support.

Our families have been through a difficult year with unexpected challenges. We used our pupil premium to provide a full time Family Liaison Support. The family Liaison role has made a positive impact on families this year and a range of family support has been provided around, sleep, continence, sensory regulation and zones of regulation, funding applications etc.

Our pupils returned to school after lockdown with higher sensory needs and an increased need to access regulating activities. We used pupil premium to fund Sensory circuits for each cohort of learners in the school providing increased access to sensory regulation throughout the day

Our wellbeing 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 such as ELSA, play therapy and Music therapy where required.