

# Herons Dale Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	140
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> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Isabel Robson Head teacher
Pupil premium lead	Meg Palmer
Governor / Trustee lead	Rebecca Dunne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,065
Recovery premium funding allocation this academic year	£38,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£104,925</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 support for parents, which may include emotional or financial support.

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. This year, this is particularly relevant for progress and support in sensory skills and emotional literacy.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. 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 that progress in sensory for our PP learners is lower than other areas of learning. With 21% being below expected progress. This is also the case for the wider school.</p> <p>Our challenge is that we have a larger cohort of children with complex needs. We need to ensure we can meet these needs with appropriate and regular training, equipment and resources.</p>
2	<p>Our assessments show that progress in SEMH for our PP learners is lower than other areas of learning. With 31% being below expected progress. This is also the case for the wider school.</p> <p>Those not making expected progress were highlighted as needing intervention support in emotional literacy.</p>

3	Our observations and discussions with families continue to show that disadvantaged pupils generally have a greater need for support from our family liaison officer. These families may also require financial support to ensure their children can be involved in all extracurricular activities.
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## 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 progress in sensory skills/abilities across the whole school	<ul style="list-style-type: none"> <li>- This will be demonstrated in progress meetings in the summer term</li> <li>-The sensory team will have access to a wealth of resources to support a wide range of complex needs</li> <li>-The light/sensory room will be fully equipped with equipment to support sensory skills for a wide range of children</li> <li>-HLTA to support our TIS OT in making decisions around equipment, resources, and sensory plans</li> </ul>
To improve progress in SEMH across the whole school	<ul style="list-style-type: none"> <li>-This will be demonstrated in progress meetings in the summer term</li> <li>-There will be an improvement in Boxall profile scores for those that require this</li> <li>-There will be noticeable progression and application of emotional literacy skills through emotional literacy interventions</li> <li>-More children will be able to access ELSA interventions with another HLTA being trained to support</li> <li>-Children continue to be supported by play and music therapy and emotional development will be made and targets achieved</li> <li>-Pupils exhibiting extreme SEMH needs would be appropriately supported by staffing which may facilitate them accessing their own timetables etc. (i.e. satellite)</li> </ul>
To provide appropriate and ongoing support and training to parents alongside early help	<ul style="list-style-type: none"> <li>-Parents will feedback that support has been helpful</li> <li>-Parents will feedback that training has been meaningful</li> </ul>



## 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: £ 425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a 2 <sup>nd</sup> HLTA to be trained in ELSA to better support the amount of pupils that require ELSA intervention	The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists	2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to continue allocating time for ELSA work with pupils	The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists	2
Funding for a HLTA to be specifically in charge of sensory regulation and hydrotherapy	Our current cohort of children have very complex sensory needs and currently the we have one OT in school one day a week and we are finding that we need more expertise in sensory regulation to best support these children.	1

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

Budgeted cost: £ 89,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
We will have a budget for resources for appropriate sensory equipment to support the greater and more complex sensory needs across the school	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
We will provide Music and Play therapy for those children who need extra support with their 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 are mostly or fully met within the agreed number of sessions.	2
We will continue to fund our family liaison officer to support our families ensuring they get the right support	Our practice based evidence shows us that our parents feel well supported by our family liaison	3

**Total budgeted cost: £104,925**