

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hebden Green Community School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	(44 pupils) 57.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Alison Ashley – Head teacher
Pupil premium lead	Stacey Sawicki
Governor / Trustee lead	Ashley Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,655
Recovery premium funding allocation this academic year	£56,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£109,985

Part A: Pupil premium strategy plan

Statement of intent

Hebden Green School is committed to the needs of our vulnerable pupils. All pupils at Hebden Green have a level of vulnerability due to their complex SEND. However, for those in receipt of pupil premium funding this vulnerability increases.

We are committed to ensuring that these pupils have every opportunity to succeed whilst at school and be prepared for life as an adult.

To do this we have reviewed and explored the different ways that this can most effectively be achieved. In line with recommendations from the EEF we ensure that our Pupil Premium Strategy is effectively aligned with our Whole School Improvement Plan.

Then Whole School Improvement Plan has been developed through the rigorous review of both quantitative and qualitative information from all our stakeholders, including families, pupils and staff to ensure that it truly further improves the outcomes for the pupils at our setting.

Our School Improvement Plan and therefore the majority of our Pupil Premium Strategy focus on the three areas:

Mind - To further develop our Subject Leadership and curriculum provision to ensure whole school consistency alongside developing Pathway expertise and leadership.

-Body - For all pupils to have access within their Pathway to appropriate equipment, resources, programs and environments which support them in reducing their own barriers to further academic success.

-Soul- For all pupils wellbeing and mental health to be supported specific to need, age & developmental level with approaches being Pathway driven by trauma informed practice.

However, our Pupil Premium Strategy also acknowledges further areas of need and how these are being targeted:

-Supporting families to access services. This area, due to the Global Pandemic has an increased focus to enable our pupils to have access to necessary services beyond the school environment.

-Vulnerable pupil funding. The school identifies that need for both pupils and families can change over time, so therefore we ensure that pupil Premium funding is available for targeted support for some of our most vulnerable families.

The Recovery Premium funding supports our work with our most vulnerable families and others across the school to enable pupils to meet their own targets and aspirations as stated within their individual EHCP.

Challenges

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

Challenge number	Detail of challenge
1	Complex SEND needs which impact on progression and attainment
2	Complex Wellbeing needs that impact on health, happiness and learning
3	Complex physical and communication needs that impact on ability to engage and progress
4	External Challenge – increased social, emotional and welfare needs linked to external services

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 ensure pupils with complex send have their educational needs met through a curriculum offer that is increasingly designed to their specific needs through a subject specific approach	A further enhanced pupil centred curriculum will be embedded and all teachers working within each pathway will be able to lead and share expertise improving consistency across the setting
To ensure pupils have access to a universal, targeted and clinical wellbeing offer that positively impacts on their mental health and wellbeing	The setting will focus on the use of PBS as a shared language and expectation. It will be used to inform work across school and also targeted work with pupils
To ensure that pupils have their PD and access needs fully met through equipment and technology specific to age, phase, pathway and need	The setting will further develop the environment to support sensory regulation and engagement

<p>To ensure that families have access to a universal, targeted and external support offer that support their needs</p>	<p>Families will be supported to engage regularly with the school and learn alongside their children and staff. They will be supported to engage with services</p>
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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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff moderation across all pathways	Consistent evidence over time shows the positive impact of moderation in terms of improving teaching and learning. This continues to be embedded across the setting linked to further Pathway development and changes of staff over time. Evidence also shows that collaborative activities strengthen staff relationship and therefore improve staff wellbeing	1
Focused CPD on specialist teaching linked to SEND and the curriculum	CPD is evolving and changing and within school, CPD is developed in several ways that enables specialists to grow and share best practice The crucial role of CPD in the modern school - Independent Education Today (ie-today.co.uk)	1, 3
<i>Assessment linked to EHCP</i>	As the EHCP is reviewed annually and is central to the expectations around teaching and learning linked to the individual pupil, assessing the outcomes of the EHCP in qualitative (IEP) ways and in qualitative ways enables a highly individualised approach to assessment and progress for our most vulnerable learners	1, 2, 3
<i>Mini immersive spaces across the setting</i>	There are growing numbers of pupils across the setting with a range of sensory processing needs and therefore spaces and environments have to change to meet these needs. The positive impact of sensory spaces is well documented and therefore this has to be used in a fluid and targeted way across the setting	2

	Benefits of Sensory Rooms & Spaces in Schools and Homes (enablingdevices.com)	
<i>Use of PBS across the setting as part of a universal approach</i>	The EEF explores how we can support social and emotional wellbeing for pupils through the link below Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) . It stressed the need to reinforce Social and emotional learning through a whole school approach	1, 2, 3

Targeted academic support

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of calm spaces across the setting	Alongside the use of sensory spaces as a way to self-regulate, there needs to be a focus on how these spaces and other similar spaces can be used to self-regulate for other pupils with differing needs. The impact on calm spaces is well documented and continues to evolve across the setting based on need The Impact of a Classroom Calm Down Corner in a Primary Classroom (nwciova.edu)	2, 3
<i>The use of specific assessment tools linked to PBS</i>	Pupils across the setting have a range of complex SEND alongside a range of ACEs which impact on their behaviour. Functional assessment enables professionals to identify reasons and patterns to effectively support the individual What is Functional Behavior Analysis? (behaviorlogic.com)	2, 3
<i>The focused use of PBS plans for targeted pupils</i>	Across the school there are pupils where a universal approach with a PBS focus (on meeting the individual needs within a shared and collaborative environment) are not fully successful. In these cases staff are working with specialist staff within school to create PBS plans that reflect individual need and strategies using the Arousal Cycle	2, 3

<i>Wellbeing Mentor intervention linked to targeted need</i>	CWAC have worked with a range of schools and the educational psychologists to train staff to be ELSAs. Within the school targeted support will focus on ensuring pupils who are additionally disadvantaged receive the support and intervention needed	2, 3
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Wider strategies

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent training YC5</i>	YC5 training was delivered via Cheshire West and a trained trainer is in place at Hebden Green. This enables the effective support of families, particularly families with pupils working within the 14-19 pathway Youth Connect 5	4
<i>Parent networking, training and events as part of half termly coffee mornings</i>	Families have given consistent feedback during all surveys of the importance of communication with school and with each other. A rolling programme of parent sessions in 2022/2023 that focuses on the educational provision but also addresses questions about wider services will enable parents and families to feel more connected and make use of necessary services	2, 3, 4
<i>Use of spaces around the setting to enable the implementation of PBS effectively including those areas needed to support sensory processing</i>	Alongside the use of sensory spaces as a way to self-regulate, there needs to a focus on how these spaces and other similar spaces can be used to self-regulate for other pupils with differing needs. The impact on calm spaces is well documented and continues to evolve across the setting based on need The Impact of a Classroom Calm Down Corner in a Primary Classroom (nwciova.edu)	2, 3
<i>Family Support Worker Intervention to support wider need within families</i>	There is clear evidence for the positive impact of building relationships with families that offer support and ac-	4

	<p>cess to services. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p> <p>As a school, this is an essential area to continue to develop and this is done in a multifaceted way to ensure all parents have access to what they need.</p>	
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Total budgeted cost: £ 120,000

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 2021 and 2022 academic year.

Intended outcome	Success criteria	Impact Review Autumn 2021	Impact Review Spring 2022	Impact Review Summer 2022
1. To ensure pupils with complex send have their educational needs met through a curriculum offer that is increasingly designed to their specific needs through a subject specific approach	<p>Subject specialists are enabled to refine the curriculum offer to enable all to make outstanding progress</p> <p>That the curriculum offer acknowledges the additional vulnerabilities associated with those in receipt of Pupil Premium funding</p>	<p>Actions: Subject leaders identified. Training in place for subject/pathway specialisms</p> <p>Impact: Daily offer increasingly consistent. Theme days provide wider cultural capital offer and community</p> <p>Next Steps: Embed within mapping – explore wider community linked to COVID</p>	<p>Actions: Trips/visits and enrichment embedded in curriculum.</p> <p>Impact: Enrichment tracking showed that 100% of teachers felt that there had been a positive impact on pupils' learning in terms of their learning</p> <p>Next Steps: Pathway leads to further develop pathway structures and systems</p>	<p>Actions: Pathway leads further develop Pathway structures and systems for pathway working</p> <p>Impact: 100% of parents feel that their children make progress (parent survey 2021/2022)</p> <p>Next Steps: to explore further sharing with families and to look at consistency of provision</p>
2. To ensure pupils have access to a universal, targeted and clinical	Clear processes and structures are in place to escalate and deescalate need	Actions: pathway offer further developed through Pathway lead. Focus of	Actions: become a mental health support school	Actions: Behaviour and wellbeing lead and DSL begin PBS Qual

<p>wellbeing offer that positively impacts on their mental health and wellbeing</p>	<p>A universal offer ensures that each Pathway has an offer that is robust and relevant</p> <p>That the additional vulnerabilities of those in receipt of pupil premium funding are acknowledged and addressed</p>	<p>wellbeing area development</p> <p>Impact: KS3/4 pupil have specific areas to support targeted wellbeing</p> <p>Next Steps: explore external providers and support</p>	<p>Impact: Identified pupils receiving external support for escalation of social and emotional need</p> <p>Next Steps: Look at holistic package to draw school wide and pathway wide approaches together</p>	<p>Impact: awareness and expertise in recognised system of practice</p> <p>Next Steps: Nationally recognised link to support transition PBS. Build in parent support</p>
<p>3. To ensure that pupils have their PD and access needs fully met through equipment and technology specific to age, phase, pathway and need</p>	<p>There is a clear pathway for children's assessment and acquisition of equipment</p> <p>That Pupil Premium funding is used to support individual need</p>	<p>Actions: Specific equipment purchased for classroom environments. E.g. hoists, seating, personal care</p> <p>Impact: classroom are specialised and specific to need to enhance learning</p> <p>Next Steps: pupil focus</p>	<p>Actions: Specific, pupil/need focus equipment and resources purchased</p> <p>Impact: pupils have necessary equipment</p> <p>Next Steps: further development of inbuilt systems to assess, monitor and update equipment</p>	<p>Actions: overview of transition and resources to facilitate the education</p> <p>Impact: Transition in May was successful and classrooms and individual equipment ensures needs were met</p> <p>Next Steps: further exploration of sensory needs Introduction of access team to explore ongoing need</p>
<p>4. To ensure that families have access to a</p>	<p>That families are able to access a school based</p>	<p>Actions: newsletters in place. Cover</p>	<p>Actions: coffee mornings reinstated</p>	<p>Actions: summer support. For</p>

<p>universal, targeted and external support offer that support their needs</p>	<p>offer to provide initial support</p> <p>That Coffee Mornings enable families to access a wider offer</p>	<p>aspects of Safeguarding and information</p> <p>Impact: parents gave positive feedback. We were able to focus information around areas that parents wanted e.g. online safety</p> <p>Next Steps: face to face support</p>	<p>Impact: parents attended sessions where the local authority were able to discuss transition and need. Parents supported in transition</p> <p>Next Steps: coffee mornings to have a regular focus</p>	<p>clubs and activities and for essential information</p> <p>Impact:</p> <p>Next Steps: regular coffee mornings. Parenting course</p>
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