

Hazelbeck statement of pupil premium strategy

1. Summary information					
School	Hazelbeck Special School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD & PMLD
Academic Year	2018 - 2019	Total PP budget	*£41,955	Date of most recent PP Review	September 2018
Total number of pupils	144	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Spring 2019

*The allocation for 2018 -19 is yet to be determined. This figure is an estimate for the whole academic year based on the 2017 -2018 allocations. It will be reviewed when the allocation for the Financial Year is released.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving or exceeding targets in Communication/English	91%	93%
% achieving or exceeding targets in Maths	91%	93%
% achieving or exceeding targets in Science	84%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Communication needs of individual pupils
B.	Sensory and therapeutic needs of individual pupils
C.	Engagement in the learning process
External barriers	
D.	Access to the wider community
E.	Parental Engagement and attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be a clear understanding of each individual's communication needs with a focus on ensuring that	Individuals will be confident

	<p>communication is meaningful and functional. This will be measured through iASEND progress data in speaking and listening and show that new skills are being gained but also that they are becoming more functional using this.</p>	<p>communicating with peers and staff. Staff will have appropriate training to help students to communicate effectively. Individuals will be more independent and resilient in their learning. Communication will be functional. Students achieving or exceeding targets. All students will have a communication profile and strategies will be in place as necessary.</p>
B.	<p>To identify sensory needs and ensure sensory needs are met to increase engagement. This will be measured through iASEND progress data and progress towards EHCP targets. This will also be measured through the number of behaviour incidents.</p>	<p>Clear identification of student needs. Appropriate programmes and resources in place. Curriculum and timetable adapted to meet student need. Students achieving or exceeding targets. Reduction in behaviour incidents.</p>
C.	<p>To increase engagement both in the learning process and in social situations between peers and adults. This will be measured through iASEND progress data and progress towards EHCP targets. This will also be evident through observations around school.</p>	<p>Innovative teaching and exciting and functional curriculum opportunities will be in place for each individual. There will be a calm, respectful and purposeful climate for learning in order to allow students to achieve or exceed targets.</p>
D.	<p>To raise aspirations and understanding of the community by increasing opportunities for off-site activities and thereby increase engagement. This will be measured through iASEND progress data and progress towards EHCP targets.</p>	<p>Students will have an appropriate understanding of the community around them and possibilities for them within the community. They will therefore be able to make more informed choices and have higher aspirations for themselves.</p>

E.	To increase parental engagement and support in order to gain consistency between home and school and improve student attendance. Measured by pupil attendance and EHCP feedback.	A greater number of parents & carers will attend events including training, parents' evenings & meetings and EHCP meetings. Strategies will be shared to increase the consistency of effective support for pupils in school and at home. Parents & carers report that the impact of support offered is positive and they feel better able to support their child's development at home.
-----------	---	---

5. Planned expenditure					
Academic year	2018 – 19 - £41,955.00 – Total estimate = £40,893.38				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the outcomes in Maths and English with a particular focus on Shape, space and measure and writing and communication (particularly for sensory students)	Collaborative planning and research projects	Analysis of Maths and English results showed that overall DV pupils did better than non-DV. Further breakdown highlighted the exceptions for this were particularly in writing, speaking and space, shape and measure. Research by EEG has shown that collaborative practice has a high impact on quality of T&L and therefore engagement for students.	Collaborative practice is supported through our CPD meetings. We also ensure half termly opportunities for staff to meet and develop appropriate pedagogy to meet the needs of individuals. Will be monitored through drop ins and observations.	SU	Half termly review of quality of T&L
Improving outcomes through a more student-centred curriculum	Curriculum development and resourcing	Research by the EEF shows that Individualised instruction has a high impact on student progress. By further developing our curriculum so that it is totally student focused and can be personalised to each individual's needs the progress of DV students will further improve.	Whole school community collaboration through CPD and steering group meetings. To be part of the SIP	BM	Through ongoing review of the SIP.
Total budgeted cost					£20,904.38

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Personalise resources and opportunities to ensure best outcomes	Individualised resourcing and building aspirations	Research by EEF shows individualised instruction has high impact on student outcomes. Through personalising resources to overcome barriers to learning DV students should achieve better outcomes. Furthermore, evidence from 2017-2018 shows we are able to increase student aspirations through visits, residential trips, wow events, arts week, science week etc.	Bidding system in place for allocated money. Also monitored through drop ins, observations and iASEND progress data.		Termly at data collection points and through QA systems
Improve readiness for learning	Sensory and communication Interventions Curriculum development and resources	Research by the EEF shows that students understanding of metacognition and self-regulation improve outcomes. By ensuring readiness for learning by breaking down known barriers through sensory integration and communication interventions and strategies will improve outcomes. regulation	Impact of interventions measured by progress over time records, drop ins, observations and iASEND data.		Termly at data collection points and through QA systems
Total budgeted cost					£7,500.00
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in attendance	Attendance worker Outreach – staff Support with transport issues Celebration programme	Where attendance has been poor achievement has been lower. Analysis shows that our DV students are lower attenders. Research by EEF shows that Parental engagement has a positive impact on student outcomes, through trying to engage and further support our parents to ensure their child is in every day should have a positive impact on attendance.	Weekly meetings with attendance officer, weekly analysis and half termly reporting of attendance. Review through SIP		Half termly

Mental health first aid programme	'Mental health for schools' award Training on mental health issues for DV students	Research shows the link between good mental health and the ability to succeed. Growing resilience and a growth mindset. This needs to be an area of focus for some of our most vulnerable students.	Drop ins, observations, review through SIP, CPD records		Half termly
Total budgeted cost					£12,489.00

6. Review of expenditure					
Previous Academic Year		£39039 – Actual spend was - £39,403.69			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Innovative teaching which engages students and promotes independence and resilience	Enquiring schools & Lesson Study	<p>School gained NfER Research Mark. Clear evidence of collaborative practice through CPD meetings. All teachers are conducting research through enquiring schools project – Areas of focus are promoting communication, social stories to promote independence, factors effecting engagement. At present they are collating results – anecdotal evidence suggests that research has had a positive impact on learning for students who receive DV funding.</p> <ul style="list-style-type: none"> • The achievement gap is 1% in favour of our Pupil Premium students • The gap in English is 2% in favour of non-Pupil Premium students • The gap in Maths is 2% in favour of non-pupil premium • The gap in Science is 4% in favour of pupil premium <p>The gap in Computing is 2% in favour of pupil premium</p>	<i>Continue to allow time for collaborative research to encourage staff to find ways to further improve independence and resilience.</i>	£10,037.28	

Communication needs will be identified and appropriately met across the timetable	Training in PECs, P4C and Intensive Interaction	<p>Two members of staff have had PECs training and have delivered training on this to 10 members of staff. Staff have a better knowledge of PECS but it is not yet possible to see it being used in classrooms on a regular basis at present.</p> <p>P4C – One member of staff has training on this and has disseminated it through Trust conference and Achieve Programme. Clearly in use in some more able classrooms and is having a positive impact on DV students communication as seen in evidence from Enquiring schools.</p> <p>Intensive Interaction – two people attended conference, one doing good practices qualification, two attending course for II with young people who have speech. Clear evidence of more use of II in school and a greater understanding for all as has been delivered through whole school, Achieve and communication meetings.</p> <p>86% achieved or exceeded targets in speaking 97% achieved or exceeded targets in listening There is a gap of 4% in speaking in favour of PP There is a gap of 9% in listening in favour of PP</p>	<i>Continued focus on communication. Particularly speaking</i>	£5,838.97
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Specific resources for individual students	Individual to each student as identified by teacher	Clear that where students have had a barrier to learning equipment has been bought to support them to overcome these. Resources can be seen in use through drop ins and observations. Where resources have been bought students have met their targets.	<i>Continued allocation of money for individual barriers to learning.</i>	£4,727.43

Sensory needs of individuals will be identified, and programmes put into place or curriculum adapted to meet these needs.	VI and HI assessments KW time for VI Sensory assessments by OT	All students with an identified HI or VI barrier to learning achieved or exceeded all their targets in English and Maths. Resources were bought from PP funding which have allowed students to access the learning.	This is now being embedded and would not be an area of focus next year there are however other areas of therapeutic intervention that we will focus on.	£2,605.04
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increasing aspirations and understanding of the community	Trips, residential, community access.	Use of DV money to ensure students can go on trips and residential has resulted in increased engagement (anecdotal evidence and evidence from engagement during drop ins and observations related to trips). Parental comments highlight that many of the young people who had been on residential and trips to the community had a better understanding and were more confident.		£9120.00
Increasing parental engagement and student attendance	Parental liaison worker.	Increased parental engagement seen through support at school events and the establishment of a Friends of Hazelbeck group to support fundraising. Feedback from parents in general was very positive at last parental survey. Parent liaison has worked with a number of DV students to ensure that they have additional support at home as well as at school including outreach.	<i>In addition, we have employed an attendance worker to further support hard to engage families and those who have low attendance which effects a proportion of DV which we will continue with next year.</i>	£5964.50

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Due to the inclusive ethos of the school and the vulnerability of all learners in the school, all students will be included in any action/approach that will improve progress, rather than it being limited to the Pupil Premium students. Actions or approaches may target specific smaller groups with an identified need, for example boys' group and girls' group and behaviour mentoring, and whilst those groups may be predominantly made up of disadvantaged students, if a non-disadvantaged student has a demonstrable need for whatever the action/approach is offering, they will be included. No child would be denied participation because they do or do not belong to the PP group. Our commitment is to all of our students. Where it is found a specific action/approach benefits more non-disadvantaged students than disadvantaged students, then it would no longer be appropriate to use PP funding towards this action/approach.