Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Heathermount School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	25% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	David Stewart, Headteacher
Pupil premium lead	Craig Drummond
Governor / Trustee lead	Anne-Catherine Buxton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,920
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,352
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	£43,362

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 across the school. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a slight 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:

- Academic attainment
- Progression to further and higher education
- Mental health and emotional resilience
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, supportive mental health and well-being provision to develop the esteem and confidence of our young people and helping pupils to access a broad, balanced and aspirational 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, such as high-quality teaching and enrichment activities. 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.

We will also provide disadvantaged pupils with the opportunities to develop independent life skills and enrichment skills through cultural capital and careers encounters by accessing the wider world through educational trips and visits.

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 inform us of their academic, social, emotional and mental health needs and help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Whilst the most recent assessments do not show that disadvantaged pupils generally make less progress from their starting points, all pupils and students experience barriers to learning that can impact progress

	and attainment. Our assessment, observations and discussions show that the vast majority of our pupils and students experience low confidence as learners (often due to previous educational experiences). Particular subjects include English and Maths.
	This is even higher in our disadvantaged cohort. Poor overall mental health, low self esteem, challenges outside of school and a fear of failure are all barriers to learning in this cohort (this is then combined with an autism diagnosis and associated co-morbidities such as ADHD and dyslexia). Pupils and students need to develop behaviour for learning which supports higher engagement, greater access to the curriculum and therefore attainment.
2	Our data shows that our disadvantaged cohort may have greater challenges accessing technology at home and therefore curriculum resources for learning. For homework tasks, continued learning, revision and remote learning due to Covid restrictions, technology access at home) is vital.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and enriching careers encounters. This combined with a diagnosis of autism means that they are not easily able to access their community or participate in cultural capital experiences without our specialist support. In addition, the lockdown has created a further 'comfort bubble' mentality with students accessing technology alone in their rooms.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., Independent travel in their local environment, enabling them to access college/community services
5	Our data shows that attendance for our disadvantaged cohort (excluding March 2020-March 2021) is lower than attendance for all pupils.

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
Staff are upskilled in supporting students' ASD needs and are able to meet the needs of all students. Staff are skilled at delivering high-quality teaching that fosters confidence in pupils and presents the right level of challenge to increase pupil confidence in themselves as learners. This is reflected in improved	High quality teaching is consistent across the school and established for new staff joining the school through: • Ongoing training plan implemented with all staff on clear training pathways, including in-house and external training. All teaching to be considered at least 'Good' with clear

pupil attainment outcomes for all groups; specifically disadvantaged pupils.	• aspirations for having expert teachers across the board. • Specific training for all and targeted supervision delivered regarding how to support ASD needs within the classrooms • Targeted curriculum support in an increased number and range of literacy, numeracy and needs led interventions required to support individuals to build confidence and experiences of success as a learner.
To have enhanced curriculum and progress tracking software to support assessment and monitoring of pupil attainment against academic outcomes and progress in non-academic (needs led) outcomes. Develop a school dashboard where this can be viewed alongside other data markers such behaviour, attendance, progress in READY outcomes and interventions.	• Updated assessment system (known as Learning Ladders) and enhanced needs led curriculum ready for use in 2023/24. Data analysis dashboard developed and readily available to share with stakeholders. • All disadvantaged pupils progress is tracked termly and they continue to perform at least in line with their end of year targets.
In maths and English, pupils receiving pupil premium funding continue to close the gap on age related expectations. Progress and attainment continue to improve for all pupils and students in these outcomes.	• In English and maths disadvantaged pupils demonstrate at least in line progress with their non-disadvantaged counterparts. • Additional literacy and numeracy intervention will be available to disadvantaged pupils who are not closing the gap against their age-related expectations in order to accelerate progress. • All pupils will make at least expected progress in reading (monitored through GL reading data)
Pupils and students will have increased opportunities to access cultural capital experiences, curriculum enrichment and careers encounters.	• A timetable of educational trips and visits in line with the curriculum designed by the Curriculum Lead. This will be sequenced alongside the curriculum to reflect educational and cultural capital trips throughout the school. • A programme of careers encounters and visits to work settings designed by Careers teacher to ensure all GATSBY benchmarks are achieved.
Pupils and students are provided with targeted support for their social, emotional	• Pupils show an increase in social and emotional wellbeing as well as

and mental health needs with a view of developing resilience and independence.	developmentally appropriate life and self-help skills. • Pupils and students will be able to access an increased range of interventions such as clinical psychology and x 4 mental health first aiders to support mental health and emotional wellbeing • Increased scores on Pupil Attitude to Self and School (PASS) assessment relation to self-regard as a learner and perceived curriculum demand.
Pupils and students will demonstrate improved behaviour for learning.	• A continued and sustained reduction in negative behaviours and greater engagement in learning activities. • Disadvantaged pupils demonstrate behaviour for learning measured through POINTs, internal reflections, suspensions and number of behavioural incidents that shows an overall reduction in each area in line with their non-disadvantaged counterparts. • Pupils have a behaviour reward system that is meaningful and worthwhile to support a reduction in negative behaviours and increase desired behaviour for learning.
Greater access to learning for disadvantaged pupils through access to technology both in school and at home.	• All disadvantaged pupils will have access to technology that allows them to access school resources at home. Students will be provided with Chromebook laptops.
Improved attainment for disadvantaged pupils in all subjects, notably Maths and English, relative to their starting points as identified through baseline assessments.	• Students make progress at least in line with their end of year targets and close the gap on age related expectations, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. • An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	• Through observations and discussions with pupils and their families.
Attendance improves against all schools nationally and is above the national average for special schools. PP pupils attend in line with non PP pupils at Heathermount	• PP Pupils attend regularly and as a result continue to make expected progress in relation to their starting points and access the full breadth of the school's provision. • All disadvantaged pupils are attending in line with non-disadvantaged peers.

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader' programme introduced for pupils in Years 3-9 through daily guided reading.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Whole school staff training on supporting students with their mental health and emotional regulation (Maybo/ZOR). Train x 2 more Mental Health First aiders Develop R Zone provision and develop well-being library with age-appropriate resources for students.	Mental wellbeing and emotional resilience improve preparedness for learning and perceived learning capability. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	1, 3, 4

Whole school CPD centred on Walkthru's model for Teachers & TA's ELKAN Training provided for all staff	Sutton Trust 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of teaching, compared with 0.5 years with poorly performing teachers.' Rosenshines Principles of Instruction 'Developing Great Teaching' Cordingley et al 2015	1
Development of Literacy lead role via the NPQLL. The lead will use research informed findings to develop teaching and approaches to literacy in school. Roll-out of National College to staff to develop pedagogical and subject specific knowledge.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1
CPD for teaching staff on developing pupils' mental models. External Learning workshops to be help for KS4 students & parent forums to develop home understanding.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding of increased literacy and numeracy intervention to ensure pupils continue to be supported and	Individual support in some subjects can increase confidence in the classroom.	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
are closing the gap on age related expectations. (3 days) Additional training for those staff delivering interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
A range of aspiration interventions including careers encounters in school such as visits and demonstrations from market and industry leaders, as well opportunities to experience the wider world of work, both of which link to specific curriculum content. Encounters/motivational talks with positive autistic role models	Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3, 4, 5
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: **£13,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full payment or subsidised payment for school trips, residential journeys, careers experiences and encounters and curriculum enrichment opportunities (e.g. PGL) that support and enhance curriculum learning and develop cultural capital.	Multi-modal learning supports understanding and retention of the curriculum. Pupils with ASD require kinaesthetic and visual learning experiences. Pupils need opportunities to develop their independence skills and practice these in real world situations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 4
Scheduling and subsidising a sequenced	Multi-modal learning supports understanding and retention of the curriculum.	1, 3, 4

curriculum map for enrichment activities across the school with the view to developing cultural capital and building on prior experiences.	Pupils with ASD require kinaesthetic and visual learning experiences. Pupils need opportunities to develop their independence skills and practice these in real world situations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Programme to provide technology for disadvantaged pupils and develop effective home learning behaviours and environments to increase curriculum access and independence on a 1:1 basis.	Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2
Enhancing the sensory regulation equipment available for PP learners. Developing the Sensory Garden to provide a calm space for students to regulate. Parent forums centred on Sleep & ZOR	We have observed that sensory equipment and resources such as lap pads, tunnels, weighted jackets and additional proprioceptor equipment are effective at providing support for our pupils with sensory needs (according to their sensory diet). Sensory regulation needs to occur before learning can take place. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/	1,
Support families with known vulnerabilities and complexities access: • additional support via our Learning and Family Partnership Team, • subsistence support with items such as uniform and trips • attend our Parent Forum's	Parental engagement has a positive impact on average of 4 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 5
Monitor attendance closely, analyse by PPG status and ensure that we work to reduce any gap via:	DFE (2016) showed that pupils with 100% attendance are 1.3 x more likely to achieve expected standards at the end of KS2 and 3.1 x more likely to achieve greater depth than those who have attendance of 85- 90%.	5

• First day calls • Sharing of attendance data • Parent meetings • Home visits • Attendance celebrations / awards		
The implementation of a meaningful, student focused reward system that encourages the development of both positive learning behaviours and Heathermount values. Students will be able to access appropriate reward trips each term following the accumulation of behaviour points.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 3, 5

Total budgeted cost: £43,070

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.

> Our internal assessments during 2020/21 indicated that disadvantaged pupils' academic and wider development outcomes were, in general, slightly below what was anticipated but not below their non-disadvantaged counterparts. However progress throughout the year has accelerated with skilled teachers adjusting their curriculum to identify gaps and address misconceptions.
>
> Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.
>
> We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, with school remaining open to all pupils and students who were able
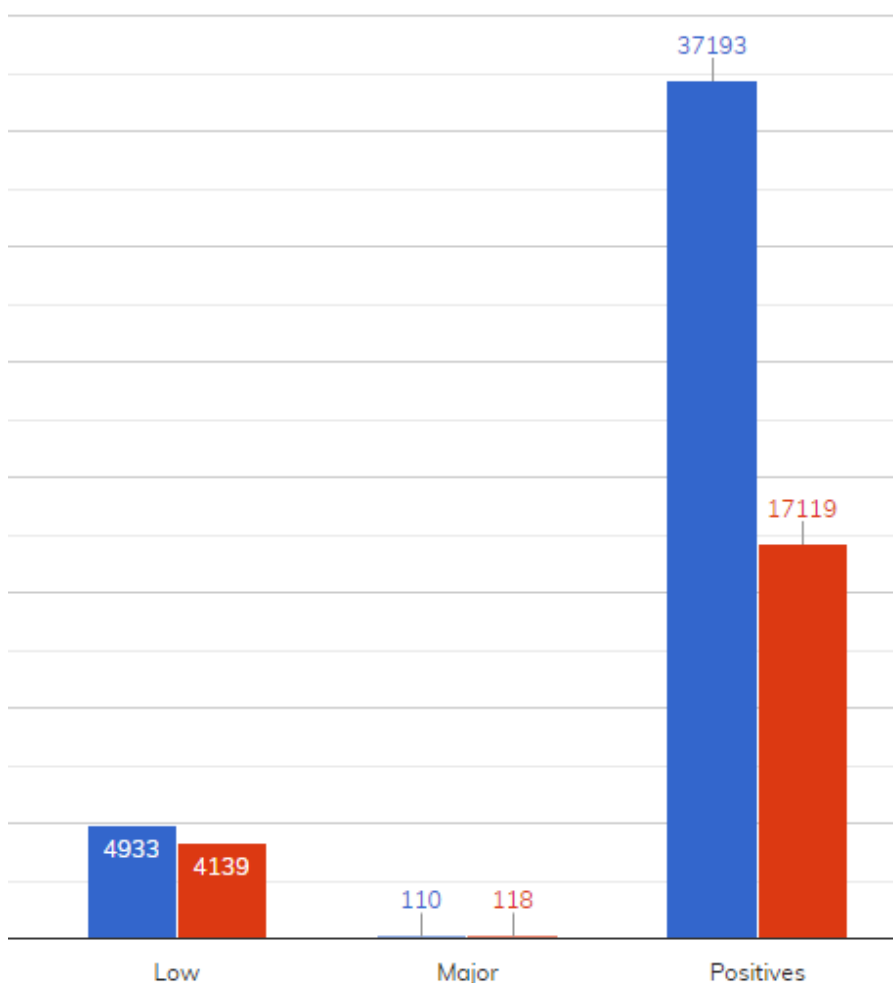
to attend; including through holiday's. However, for those learning at home, it was challenging to provide differentiated support to our pupils online.

Our 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. This was very carefully monitored by class teachers/tutors and the Family Partnership team/SLT and DSL where appropriate - particularly the most vulnerable cases.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required showing improvements in behaviour, mental health and wellbeing.

In terms of Behaviour improvements, you can see from the graph below that comparable behaviour profiles across the years has seen a significant increase in positive learning behaviours recorded. This can be attributed as a result of the new behaviour reward system that was established following lockdown. Overall, positive behaviour slips account for 88% of slips in comparison to 80% in 20/21. Low slips account for 11.6% in comparison to 19.3% of recorded behaviours in 20/21.

Behaviour Data Slip Comparison 2020-21 / 2021-22

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A