

# 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	Hillcrest School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	73%
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	Andrea Mead - Headteacher
Pupil premium lead	Alison Miller
Governor / Trustee lead	Joyce Reid

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,075
Recovery premium funding allocation this academic year	£12,810
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	£74,885

# Part A: Pupil premium strategy plan

## Statement of intent

Hillcrest is a specialist school for pupils with complex needs. All of our pupils have Education Health Care Plans and have a wide range of additional needs. This includes ASC, social emotional and mental health, attachment and trauma, communication and interaction. 6% of our population are Looked After Children (LAC) and 14% have social care involvement. As a school we have developed a number of strategies and interventions to support pupils including:-

- Zones of Regulation
- Social Thinking
- Learner centred time
- Fantastic Five minimum expectations
- PACE
- THRIVE - individual and class profiles
- ELSA
- Regulation spaces including studio, outdoor gym, chill room and rebound therapy
- Speech and language and Occupational Therapy

Covid has had a major impact on our pupils' ability to be ready to learn when they arrive in school. For the majority of our pupils to access learning, they have to be able to regulate and be 'good to go'. Through observations, pupils' window of tolerance has been significantly reduced through the fallout of Covid and for our pupils to thrive, we need to equip them to be able to self-regulate so they are ready to learn, enabling academic as well as social and emotional progress to occur. Developing the *whole child* is central to what we do.

For the *whole child* to thrive it is imperative that we address non-academic barriers before learning can begin for all of our cohort. Emotional and sensory regulation is central to the pupils' readiness to learn and engage in all of the educational and social opportunities available within school, thus giving them the greatest opportunities for success.

As we have a high percentage of Pupil Premium Pupils (73%) and data shows that the academic gap between Pupil Premium Pupils and Non-Pupil Premium Pupils is small across both English and Maths, we have taken the decision to apply the funding as a whole school strategy to benefit all. By targeting all pupils, this will, in turn be more beneficial for Pupil Premium Pupils. If the whole school community are able to self-regulate the direct result will be calmer classrooms which are more conducive to learning.

Our priority and goal is to remove barriers through a multi-disciplinary approach. Pupil Premium funding will be used over the next academic year to provide funding to establish a Regulation Profile (integrating sensory, emotional, behavioural, language and social needs) for all of the pupils in school with identified referrals for specific interventions so that additional resources can be targeted to best meet with the needs of the pupils in school. This multidisciplinary approach will utilise OT, SaLT and ELSA expertise working closely with class teams to provide goals and strategies to support

the individual. Direct impact of regulation and self-awareness strategies to support engagement are:-

- Increased window of tolerance
- Increased self-confidence and self-help skills
- Social skills and opportunities
- Readiness to learn resulting in increased access to learning opportunities
- Aspirations and clear pathways for the future

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHCP. A high proportion of pupils have complex needs linked with mental health needs, attachment and trauma histories, Autism and speech, language and communication needs. Primary needs:- 34% SEMH 30% ASC 23% SLC
2	Our assessments demonstrate that the majority of pupils access a holistic/academic curriculum 8% Holistic First 83% Holistic and Academic 8% Academic
3	THRIVE profiles and assessments highlight gaps in development for pupils where interventions are required to support readiness for learning
4	Our records demonstrate that 25% of pupils have a Studio plan which offers specific activities matched to the needs of the individual. In addition to this, all pupils are able to access the studio and outside gym to support sensory regulation.
5	Observations and discussions carried out by our Occupational Therapists highlight an increased level of dysregulation with a high number of our pupils. Pupils who have significant attachment and trauma needs can struggle to regulate which, in turn, impacts readiness to learn. Pupils with high sensory needs require a wide range of therapeutic support (both through specific OT trained staff and teaching staff who are upskilled by therapists)

6	Our observations and discussions demonstrate that a high proportion of pupils have communication difficulties resulting in increased dysregulation and distress
7	Assessments and observations carried out by our Speech and Language Therapist demonstrate many challenges faced by pupils with regards to their “hidden” communication and interaction needs often resulting in distress and dysregulation
8	Assessments and observations show that, due to their significant learning needs, our pupils generally have greater challenges around attention, concentration and motivation to learn
9	Through regular discussion, we have identified that our families require additional support for their children around anxiety, attachment, sleep, eating, communication and behaviour

## 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
Achieve and sustain improved well-being for all pupils, particularly disadvantaged pupils	Increased pupil engagement, self-regulation and resilience evidenced through discussion with pupils and families, observations, THRIVE profiles and OT programmes and Regulation Profiles
Increase in opportunities for pupil regulation through therapeutic engagement and self-soothing strategies	Pupil engagement increased with greater access to teaching and learning opportunities
Increase spaces for pupil regulation and interventions	Increased number of pupils able to access regulation interventions at one time resulting in reduction in distressed behaviours
Staff increased confidence and ability to support regulation that supports readiness to learn	THRIVE practitioners to support teaching staff to develop, implement and embed THRIVE curriculum for individuals and classes. Occupational therapists and Speech and Language therapist to upskill staff in identifying regulatory needs of pupils and develop strategies to support self-regulation - regulation profiles to support this

Pupils can use a range of communication strategies to support understanding and to develop expressive communication skills	SaLT strategies to be disseminated to teaching staff by qualified therapist. Termly Individual Learning Plan targets with SLC focus linked with EHCP long term targets
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities led by Speech and Language Therapist using strategies including colourful semantics	SaLT strategies increase communication opportunities and confidence. Scaffolding of written work to develop pupil writing skills. SEL evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,6,7,8

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

Budgeted cost: £51,990.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SaLT input (1 day Band 8 plus additional CPD time) – working with teachers, groups, individual pupils and families.	Speech, language and communication needs SEN need 1 - 23% SEN need 2 - 24% SEN need 3 - 16% SEN need 4 - 44%	1,6,7,8,9

	<p>'What it works' evidence database for SaLT interventions</p> <p><a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p>	
Purchase of Clicker software and ipads.	<p>Clicker is a user-friendly word processor that enables learners to confidently tackle writing tasks supported by speech feedback, a talking spell checker and word prediction function.</p> <p><a href="https://www.cricksoft.com/uk/clicker">https://www.cricksoft.com/uk/clicker</a></p> <p><a href="https://crickmedia2.blob.core.windows.net/files/docs/product-files/clicker-7/rvsd-teacher-use-of-cricksoft-to-support-literacy-2018-final.pdf?sfvrsn=bffcaae0_34">https://crickmedia2.blob.core.windows.net/files/docs/product-files/clicker-7/rvsd-teacher-use-of-cricksoft-to-support-literacy-2018-final.pdf?sfvrsn=bffcaae0_34</a></p>	1,6,7,8
Additional OT input (Band 8) working alongside current 2 day OT offer	<p>OT based evidence to support the positive impact of co-regulation and self-regulation.</p> <p>Stephen W Porges – The Polyvagal theory</p> <p><a href="#">polyvagal theory: neurophysiological foundations of emotions, attachment, communication, and self-regulation</a></p>	1,4,5,8,9
Enhancing the rebound therapy offer, by releasing trained staff to enable them to deliver sessions	<p>OT based evidence to support the positive impact of rebound therapy on regulation, therefore, pupils more engaged and able to access learning.</p> <p><a href="https://www.reboundtherapy.org/about/benefits">https://www.reboundtherapy.org/about/benefits</a></p>	1,4,5,8

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

Budgeted cost: £22,295.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional literacy interventions led by qualified THRIVE adolescent trainer	<p>Intervention team (ELSA) working closely with class teams to support ELSA interventions both class led and individual.</p> <p>ELSA data is collected termly.</p> <p>SEL evidence</p>	1,2,3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Increased therapy spaces/resources created within school to support regulation	Additional therapy space to be developed in conjunction with OT.	1,4,5

**Total budgeted cost: £74,885.00**

## 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.

As issues have been raised through COVID-19, disadvantaged pupils are still a high priority across school. As a result we have sent equipment home to support pupils who have worked from home during lockdown periods. We have supported pupils to attend school by liaising with parents/carers, incorporating part timetables for those who have struggled and by implementing a recovery curriculum.

51% PP pupils attended school part or full time in January 2021, 66% in February and 97% in March. All pupils working from home had access to remote learning through online resources or paper based packs. These resources were bespoke to the individual covering both holistic and academic curriculums.

The use of therapeutic input both through therapists and through upskilling of staff has helped to support our most vulnerable learners during Covid and continues to be an area of greatest need across the school.

Majority of support staff ELSA trained leading to targeted interventions in classes.

OT studio access - 25% pupils now have studio plan. Access is timetabled - in addition pupils are able to use the studio and outside gym when necessary.

All pupils have ZoR toolbox that is linked with individual risk assessment.

Social Thinking curriculum delivered across school – social thinking teacher working closely with SaLT.

Learning walk focussing on Fantastic 5 to support the embedding of visual support across school.

Recovery curriculum utilised across school to support.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*