

Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Hillcrest			Type of SEN	Specific learning difficulty - 1 ASC - 13 Comm & Int - 15 SEMH - 12 Hearing impairment - 1 Cognition and Learning - 13
Academic Year	2018/19	Total PP budget	£43,175	Date of most recent PP Review	NA, first external review.
Total number of pupils	91	Number of pupils eligible for PP	51 (41 male, 14, 8 LAC)	Date for next internal review of this strategy	April 2020.
		Number of LAC	8 £1900 per pupil		

2. Current attainment overall			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
		KS3-81% are meeting or exceeding targets in English KS4-100% of pupils are meeting or exceeding targets in English	KS3-75% are meeting or exceeding target in English KS4-92% are meeting or exceeding targets in English
KS3-; KS4- achieving targets in maths		KS3-83% of pupils are meeting or exceeding targets in maths KS4-91% are meeting or exceeding targets	KS3-92% are meeting or exceeding targets in maths KS4-100% are meeting or exceeding targets in maths
70% of pupils have communication difficulties as identified through staff assessment and EHCP priorities.		Overall KS3 - 79% of pupils are meeting or exceeding targets in English	Overall KS3-85% Meeting or exceeding targets in maths Overall KS4-96% meeting or exceeding targets in maths

	Overall KS4-96% Meeting or exceeding targets in English	
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3. Barriers to future attainment (for pupils eligible for PP)

Low expectations and aspirations beyond school. Barriers to social mobility.

90% of pupils have additional mental health needs.

70% of pupils have communication difficulties.

100% of pupils have EHCP re SEND.

In-school barriers

A.	Pupils accessing learning commensurate to ability due to SEND diagnosis and level of disadvantage associated with motivation and ability to learn, form trusting relationships.
B.	Emotional regulation and ability to manage communication, peer pressure, social media and apply adaptive strategies.
C.	Lack of referral support, which needs to be timely and effective in supporting pupil's ability to regulate emotional responses and support consistent approaches at home.

External barriers

D.	Parental support for home learning and attendance at school based events. Parents report difficulties attending school events due to transport.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	<p>Increased expertise by school commissioned SALT, band 8, will build staff capacity, baseline pupil's communication difficulties and assign/inform-targeted support by a band 6 SALT. The Band 8 therapist will liaise with the schools AHT to ensure outcomes are on target and QA in place for all SALT strategies. Information will be recorded to support further CPD opportunities for staff and evaluate progress and achievement in specific targeted areas of pupil development. (AHT recording system RAG rated)</p> <p>Teachers and support staff know priorities for pupils in speech, language and communication, which will lead to highly targeted interventions and further tracked progress across the curriculum.</p> <p>The 'Blank level' language tool will be utilised effectively in supporting teachers level of questioning. This will support pupil outcomes, evaluated by the AHT. Elklan accredited training will build staff capacity and confidence in assessing and addressing pupils Speech, Lang and Communication needs.</p> <p>PP identified Governor will discuss recorded outcomes with the AHT annually and report to the full GB.</p> <p>(Intervention team initiative)</p> <table border="1" data-bbox="938 1369 1391 1457"> <tr> <td>PP SALT</td><td>KS3 RAG January 2019</td><td>KS4 RAG January 2019</td></tr> </table>	PP SALT	KS3 RAG January 2019	KS4 RAG January 2019	<p>PP pupils make further progress in En-speaking and listening.</p> <p>Social communication is improved as pupils can apply strategies to overcome personal difficulties and access learning more effectively.</p> <p>Evidence in pupil's books, iASEND data tracking system, parental, pupil feedback. Teachers' questioning informs opportunities to develop 'deep' learning.</p> <p>EHCP Annual Reviews and school based reports provides evidence of achievement and informs further strategies and interventions.</p>
PP SALT	KS3 RAG January 2019	KS4 RAG January 2019			

En	2 8 %	2 2 %	50 %	0 %	28 %	72 %
Ma	1 4 %	2 8 %	58 %	1 4 %	14 %	72 %

PP SALT	KS3 RAG December 2019			KS4 RAG December 2019.		
En						
Ma						

Rating key= Red- pupil not on track further assessment/prioritisation needed.
 Amber-pupil progress and achievement requires monitoring.
 Green-pupil on track to make expected progress.

36% SaLT time
 6% Band 8 30% Band 5

AHT will report to Gov on success
 and further priorities.

B. Increased expertise by school commissioned OT, band 7, will support PP pupils to access learning by increasing individuals ability to self assess levels of regulation and apply OT taught strategies. As a result engagement and motivation to learn will improve progress and achievement as tracked by iASEND data system.

Improved access to school based enrichment activities will support pupils self esteem, wellbeing and confidence. As aspirations improve, family expectations and pupils ability to become involved in life beyond school increases and this impacts upon social mobility and life chances.

Involvement in the intervention team OT support will enhance pupils physical, mental, social, emotional and spiritual well being as documented in pupil voice activities and increased participation in school based events.

Pupil's development of self-care will support self-esteem and independence.

Sensory integration strategies will be included in the 'toolkit' of resources staff can apply in supporting pupil's ability to self regulate behaviour.

PP Governor will discuss outcomes with the AHT annually and report findings to the full GB.

(Intervention team)

27% OT time

PP OT	KS3 RAG January 2019			KS4 RAG January 2019		
En	3 0 %	0 0 %	70 % %	0 0 %	0 0 %	10 0 %
Ma	1 8 %	2 4 %	58 % %	0 0 %	2 5 %	75 % %

PP OT	KS3 RAG December 2019			KS4 RAG December 2019		
En						
Ma						

Rating key see target 1 above.

Staff report increased expertise in sensory integration, self-regulatory interventions, self-help and independence in support of pupil outcomes. AHT and staff teams record improvements in order to inform further interventions.

Behaviour Watch/CPOMS evidence supports judgements on the prioritisation of strategies. EHCP Annual Reviews and school based reports provides evidence of the achievement of desired outcomes and informs further strategies and interventions.

Pupil voice, feedback, staff feedback and parent feedback informs further target setting activity.

AHT will report to Gov on success and further priorities.

C. HTLA individual support for cohort of PP pupils in Emotional Literacy ensures progress in pupils ability to self assess behaviour, explain barriers to learning and work in partnership with the wider school community in addressing specific difficulties. This improves identified pupils ability to attend school, access class based work and apply taught strategies to maintain trusting relationships with key individuals as communication and ability to discuss issues improves.

PP identified Governor will discuss recorded outcomes with the AHT annually and report to the full GB. This cohort are the most vulnerable in school and identified as the nurture group, which supports a whole school understanding of the priority of their needs.

Attendance for key pupils is monitored and maintained.

Reduction in referrals to intervention team for repeated concerns.

Reduction in reported incidents through Behaviour Watch/ CPOMS.

Attendance will remain a priority and resources calibrated to ensure PP

	42% ELSA time	nurture group pupils maximise school based opportunities. Attendance figures are reported to the HT and SLT on a weekly basis and to Gov termly. Nurture group 87.5 Jan 2018. 90.7 Jan 2019. Non nurture group 93.1 Jan 2018. 93.0 Jan 2019.
D.	<p>Investment in maths resources and improved capacity in key members of staff improves PP pupil outcomes in mathematics.</p> <p>Cohort identified as requiring additional support to access maths at a level commensurate to ability. IASEND data tracking system. Monitoring system established to provide timely support for PP pupils at risk of underachieving in mathematics.</p> <p>Staff increased expertise in supporting pupils, who find accessing maths a barrier, improves levels of engagement leading to further progress and achievement.</p> <p>Staff teams evaluate highly targeted interventions and SLT and pupil feedback informs further opportunities. PP identified Governor will discuss recorded outcomes with the AHT annually and report to the full GB</p>	<p>Lexia Symphony and Boardmaker have been evaluated as a resource, which will support maths learners. Cohort identification and termly analysis of data will inform success and further interventions. Pupil feedback informs further resource management.</p>
E.	<p>Family support: -</p> <p>School transport supports 'out of reach' parent's access to 'family gathering' events, which improve communication between home and school on PP pupils aspirations and expectations.</p> <p>School and home develop a shared understanding of PP pupils needs and improved parental participation in school based training, progress meetings and school based events improves relationships and supports increasing mutual respect leading to honest and open dialogue of pupils needs. This enables school and home to work in partnership on priorities for learning and independence.</p> <p>HTLA support for families increases applications for PP grants for those pupils in need. 100% of pupils entitled to PP receive this grant (2019)</p> <p>Families have a clear understanding of the proposed outcomes for their children by their participation in prioritising PP planned interventions. This encourages positive home school partnerships leading to further progress and sustained 'good' attendance.</p>	<p>Parental participation in events is increased over the year as measured from January 2019-December 2019.</p> <p>Family questionnaires evaluated and evidence collated from feedback This informs the content further family gathering events.</p> <p>Increased access to PP funding allows more pupils to access interventions leading to improved progress and achievement –iASEND data. 100% of pupils entitled to grant receive this by Dec 2019.</p>

		<p>EHCP Annual Reviews provides evidence of parents increased understanding of their children's needs. This leads to joint target setting and an improved interest in supporting school/home-based learning.</p> <p>Attendance for those persistent absentees improves and is sustained over time as parents more supportive of school and school transport supports access.</p> <p>Medical appointments are supported by school transport and staff to ensure PP vulnerable pupils do not miss full days of school due to appointments. This improves progress and achievement.</p>
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5. Planned expenditure					
Academic year		2018/19			
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?
A. Improved capacity of teachers through high quality CPD opportunities, implemented by SALT, to include whole school targets, improves pupil’s ability to access the curriculum. As access to learning relies significantly on the pupils ability to attend, comprehend and express understanding, SALT intervention will support progress and achievement from a baseline. The integrated therapy/teaching approach supports teachers understanding of barriers to learning, leading to PP pupils improved access to the curriculum.	Elklan Accredited speech and Lang training (20 hours level 1 and 2). On line assessment 10 hours	EHCP assessment, on going assessment based upon teacher judgement and data analysis has provided evidence of pupil's difficulties in expression, comprehension and attention. These are significant barriers to PP pupils learning at a level commensurate to ability as a result highly specialist interventions and a whole school approach to building teacher capacity will support pupils further in achieving expected/exceeding targets. Ofsted report Jan 2017.	Governor visit re PP evaluation and subsequent report to full GB. AHT report to HT. AHT/HT report to Gov. Data analysis using RAG rating system.	AHT	April 2019
	Blank level questioning training and resource.				
	SALT commissioned support band 7.				

<p>B.Improved access to learning is a whole school target based upon pupil's EHCP assessment. 100% of PP pupils require support to self regulate behaviour and apply de-escalation strategies. Improved progress and achievement from a PP pupil baseline and high quality interventions in the classroom will increase pupil's access to deep learning experiences. Teachers feel more empowered to support PP pupil outcomes as expectations are raised as a result. This impacts upon the quality of T, L and A.</p> <p>.</p>	<p>Sensory integration therapy training for all staff and monitoring activities in support of implementation.</p> <p>Band 7 OT to devise strategies and account for priorities. Band 5 Ot support to carryout interventions QA by AHT and Band 7 OT.</p> <p>Introduction of Lexia Symphony and Boardmaker in classrooms in support of PP pupils.</p> <p>CPD for staff on above resources.</p>	<p>EHCP assessment, teacher judgement and data analysis has provided evidence of need in relation to behaviour for learning and pupil's ability to self monitor and apply strategies. This is a significant barrier to learning and following baseline assessment PP pupils will have access to highly specialist resources to improve learning and engagement in the wider school community.</p>	<p>Governor visit re PP evaluation and subsequent report to full GB.</p> <p>AHT report to HT</p> <p>AHT/HT report to Gov.</p> <p>Data analysis using RAG rating system</p>	<p>AHT</p>	<p>April 2019</p>
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	<p>CPD by band 7 OT leads to increased capacity. Monitoring activity to ensure strategies are embedded supports a whole school approach.</p>	<p>Data analysis reveals cohort requiring additional 'booster' maths sessions.</p> <p>Following research on maths interventions in support of Hillcrest PP pupils Lexia and Boardmaker identified as relevant. These specialist resources will support specific mathematical ability and attention and listening.</p>	<p>Governor visit re PP evaluation and subsequent report to full GB.</p> <p>AHT report to HT</p> <p>AHT/HT report to Gov.</p> <p>iASEND data tracking.</p>	AHT	
	<p>Baseline assessment of PP pupils needs leads to highly targeted and timely support.</p>				

C.Additional maths resources support PP pupils, identified through data analysis. Increased access to relevant specialist interventions in support of increased progress and achievement.	Lexia Symphony and Boardmaker resources support pupils learning in mathematics. This resource will be available in classrooms for targeted cohort use and TAs will support one to one/small group interventions. KS 3 11 PP pupils targeted. KS4 11 PP pupils targeted.		Monitoring TA support. Observations of the Quality of teaching, learning and assessment and an increase in 'effective' teaching.		June 2019. £2,000 Lexia £1,000 Boardmaker £ 600 staff CPD TA 1-1/small group weekly sessions £3,500
Total budgeted cost					
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?
Support for families increases pupil's access to school activities and improves pupils aspirations and expectations.	Planned family gathering events include: Understanding SEND needs, EHCP, Home school partnerships.	Attendance is under constant review and this involves a high level of capacity. Hillcrest recognise that working in partnership with families will improve the long-term outcomes for their most vulnerable pupils. Data informs that pupils who have medical appointments out of school miss a whole days schooling.	Governor visit re PP evaluation and subsequent report to full GB. AHT report to HT AHT/HT report to Gov. PP pupil feedback	AHT	April 2019

Increased attendance and school support for PP pupils attending medical appointments improves attendance leading to further progress and achievement. School supporting medical appointments improves PP pupil's health and well-being.	Events planned by families.	Missed appointments especially in support of health and well being is impacting upon pupils ability to develop independence, self esteem, manage medical conditions and improve well being. 80% of PP cohort have mental health needs. Ofsted report 2017.	PP family questionnaires Staff questionnaires and feedback.		
	School transport utilised in support of attendance and access to appointments in support of well-being.				
Grant funded targeted support improves progress and achievement.	Dedicated TA support of PP families improves communication and supports the building of trusting relationships.	School is aware that some vulnerable pupils may not be accessing PP grant and that parents do not have a clear understanding of the planned outcomes for PP pupils or grant stipulations. Home visits and one to one school based support of the most vulnerable families has proven to support outcomes. 100% of PP cohort are emotionally vulnerable pupils and a high proportion are from disadvantaged backgrounds.	Governor visit re PP evaluation and subsequent report to full GB. AHT report to HT AHT/HT report to Gov. PP pupil feedback PP family questionnaires Staff questionnaires and feedback	AHT	April 2019
	Planned family sessions to inform on PP grant and written newsletters supports families understanding of PP outcomes.				
Total budgeted cost					
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?

Emotional literacy interventions will support PP pupils to express their needs and feelings in order to apply relevant taught strategies, self-monitor and work within the rules and regulations to keep the whole school community safe.	HTLA support for one to one sessions on Emotional Literacy 'ELSA' Carnegie Mental Health Award-mental health first aid has supported ELSA approach and increased staff capacity.	<p>School has identified a cohort of pupils who find it difficult to express their needs. This is increasing pupil's frustration with the risk of leading to challenging behaviour.</p> <p>Supporting pupils to self assess their emotions, express their needs and apply strategies to de-escalate will improve access to learning.</p> <p>100% of PP cohort are emotionally vulnerable pupils and a high proportion of this number (80%) have additional mental health difficulties (70%) have communication difficulties.</p>	<p>Governor visit re PP evaluation and subsequent report to full GB.</p> <p>AHT report to HT</p> <p>AHT/HT report to Gov</p> <p>CPOMS/Behaviour Watch data scrutinised.</p> <p>Intervention team referrals analysed.</p> <p>PP pupil feedback.</p> <p>Staff feedback.</p> <p>Family questionnaires.</p>	AHT	April 2019
Total budgeted cost					

6. Review of expenditure. Previous PP information did not follow DFE exemplar.				
Previous Academic Year 2017/18				
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
Improve literacy, speech, language and communication of PP pupil cohort.	Speech and Language Therapist	Progress and achievement of PP pupils in line with expectations in En. However SLT in analysing impact of SALT support do not feel significant or consistent improvement in quality of T ,L and A. No success criteria detailed.	The need for specialist therapy has been evaluated and further support agreed by Governors. However a specialist SALT who can support CPD and implement strategies across school will be recruited. This SALT will run Blank assessment/questioning training and Elklan accreditation.	£26,329

Improved behaviour and understanding of pupils needs.	OT recruited Band 5.	Staff develop strategies to support pupils behaviour Pupils develop more ability to access learning. Zones of regulation now embedded in school in support of pupil self regulation	Band 5 support has had limited impact due to inexperience. However on analysis it is clear PP pupils benefit from OT support.	£24,304
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
Family liaison to be introduced to improve access for families into school	TA	Expectations of 'good' attendance 90+% for pupils.	Improved attendance although further intense and consistent support required for vulnerable families.	£3,722
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
Improved mental health, self-esteem and confidence.	Intervention team support Focus on emotional literacy.	Improved outcomes in En. Self-regulation of behaviour improvement enables more pupils to access learning, remain in the classroom and attend school.	Further focus and time needed to support whole PP cohort and monitor outcomes. Pupils who accessed support report this has helped them learn.	£10,000

7. Additional detail

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

Data and report from AHT on PP cohort provision and planned interventions.
Discussion with HT on whole school vision and targets.
SEF, SIP and School Improvement Partner reports.
Data on quality of T,L and A.
Evaluative evidence of therapy input.