

Pupil premium strategy statement

This statement details our school's use of pupil premium (PP) and recovery premium (RP) funding for the 2023-2024 academic year, 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	Heritage House School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Emily Andrews
Governor / Trustee lead	Ian Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,970
Recovery premium funding allocation this academic year	Q1(estimated) £9,166 Q2(estimated) £9,166
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	£49,302

Part A: Pupil premium strategy plan

Statement of intent

Heritage House Special School is a special school for pupils with severe and complex learning difficulties. All of our pupils have Education Health Care Plans and due to the complexity of their needs, it is not possible to identify the degree to which their achievement is affected by social background.

Heritage House School wants to support all learners to reach their aspirations. Teachers use the 7 Areas of Learning: Communication & Language, PSED, Understanding the World, Physical Development, Expressive Arts, Literacy & Maths, to engage and teach skills that will support learners to reach their independent goals. Learners in our 14+ phase are following ASDAN targeted teaching. For learners with profound and multiple learning disabilities in this cohort, 5 areas of learning are identified: Interaction, Reactive Environment, Cognition, Fine Motor and Gross Motor Skills.

Heritage House School has chosen to use Pupil Premium funding to enhance the personalised curriculum provided, which in turn benefits the universal needs of learners across the school. This is intended to build impact from year to year. Although our strategy is focused on the needs of disadvantaged learners, it will benefit all learners in our school where funding is spent on whole-school approaches, such as high-quality teaching and proven interventions. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged learners will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each learner, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to achieve greater independence and to prepare them for the next stage of their learning journey.

Challenges

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

<i>Challenge number</i>	<i>Detail of challenge</i>
1	Social, emotional and educational learning needs of pupils are severe and complex, as evidenced through assessments and observations and as detailed in Education Health Care Plans.
2	Assessments and observations show that, due to their significant diverse learning needs, our pupils' abilities to communicate and express their needs – non-verbal, limited language and understanding, social interaction difficulties – are significantly greater than their peers
3	Assessments and observations show that, due to their significant diverse learning needs, our pupils generally have greater challenges around attention, concentration and motivation to learn.
4	Through regular discussions, we have identified that our families require additional support for their children re issues with anxiety, attachment, sleep, eating, communication and behaviour.
5	Attendance of PP students at HHS is lower than that of non PP at HHS PP eligible – 80.51% Non PP eligible – 87.40%

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
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Implement personalised support programs: Tailored interventions addressing individual needs of disadvantaged pupils, encompassing emotional, academic, and social aspects.</p> <p>Foster a supportive environment: Cultivate a culture of inclusivity, empathy, and respect among students and staff, emphasising collaboration and understanding.</p> <p>Engage families and community: Establish partnerships with families and local organisations to provide holistic support, workshops, and resources for both students and caregivers.</p> <p>Develop mental health initiatives: Integrate mental health awareness programs and strategies to equip students with coping mechanisms and emotional resiliency (Studio 3 and Laser)</p> <p>Monitor and assess progress: Regularly evaluate the impact of interventions, gather feedback from students, staff, and families, and adapt strategies based on data-driven insights to ensure sustained improvement.</p>
<p>Improved progress for disadvantaged learners in all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments.</p>	<p>Tailored Interventions: addressing individual learning needs identified through baseline assessments and regular monitoring of progress through ongoing assessments to adjust and refine interventions accordingly</p> <p>Holistic Support systems: Implementing a comprehensive support network involving teachers, specialists, and support staff to address academic, emotional, and social needs. Include regular collaboration with parents or guardians to reinforce learning strategies and support at home.</p> <p>Adaptive curriculum and resources: Curricular adaptations that cater to diverse learning styles and abilities. Equitable access to resources, including assistive technology and specialized teaching aids, to level the playing field for all learners.</p>

	<p>Positive learning environment: Creating an inclusive, positive, and supportive atmosphere that encourages participation and boosts confidence among learners. Promoting a culture of respect, empathy, and understanding among peers and staff.</p> <p>Evidence based evaluation and improvement: Continual evaluation of teaching methods, strategies, and interventions based on measurable outcomes and feedback loops. Regularly reviewing and refining practices to ensure they remain effective and responsive to the evolving needs of disadvantaged learners.</p>
<p>Extend opportunities for pupils to extend learning beyond the classroom whilst enhancing the culture capital within the school.</p>	<p>Community Engagement Initiatives: Encourage partnerships with local organisations, inviting guest speakers, artists, and professionals to provide workshops or talks on diverse subjects, fostering a deeper understanding of various cultures and industries</p> <p>Curriculum Enrichment Programs: Develop specialised programs that integrate cultural experiences into the curriculum, such as field trips to museums, theatres, or historical sites, ensuring students have exposure to different cultural aspects beyond textbooks.</p> <p>Inclusive Extracurricular Activities: Offer a range of extracurricular activities that cater to diverse interests and abilities, allowing learners to explore and develop talents in areas like arts, music, sports, or technology, building their cultural capital through hands-on experiences</p> <p>Digital Learning Platforms: Implement technology-based learning platforms or online resources that offer access to a wide array of cultural information, enabling students to explore different cultures, languages, and histories at their own pace</p> <p>Student-Led Projects: Facilitate projects where learners have hands on sensory experiences of various cultures, encouraging them to take ownership of their learning.</p>
<p>Improve attendance of pupil premium learners</p>	<p>Tailored Support Programs: Design personalised support initiatives addressing individual needs, utilising resources specifically aimed at overcoming barriers that impact attendance, such as transportation or health-related challenges</p> <p>Engagement Strategies: Implement interactive and engaging teaching methods and activities that cater to diverse learning styles, sparking interest and motivation among pupil premium learners, fostering a desire to attend regularly.</p>

	<p>Family Involvement: Create strong partnerships with families, offering support, communication, and resources to help them understand the importance of consistent attendance, ensuring a collaborative effort in encouraging regular school attendance.</p> <p>Mental Health and Well-being Support: Prioritise mental health and well-being services within the school, providing therapy options to address emotional barriers that might hinder attendance, offering a safe and supportive environment</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
Healthy eating and food preparation	<p>Learners are provided with healthy snacks and the opportunity to prepare fruit and vegetables. This supports an understanding of a healthy lifestyle, learners are trying variety of food and can communicate preferences and choices. Eating well and being active in the early years are essential for proper growth and development. Evidence also suggests that people with intellectual disabilities will experience obesity at a younger age than the general population. Learning disabilities are likely to impact on a person's ability to eat and drink well and to enjoy eating and drinking in a number of ways, such as lack of understanding for a balanced diet, communication skills and sensory impairments (CWT.org.)</p> <p>Maslow Hierarchy of needs: Needs lower down in the hierarchy (including food, warmth and rest) must be satisfied before individuals can attend to needs higher up.</p>	1, 3	£2,000
Horse riding	RDA activity can be our learners' main way of accessing physical exercise	1, 2, 5	£600

	<p>RDA has a positive, long-term impact on confidence levels, relationship building, communication skills, enjoyment and physical ability.</p> <p>Regular riding improves core strength, balance and coordination and our welcoming groups help to combat isolation and loneliness and boost wellbeing and happiness. (RDA.org.uk)</p>		
<p>Purchase of Bug Club Phonics Programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>		£2,000

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<p>A Multi-Disciplinary Team (MDT) Assistant bridges between class-based learning and sessions with Occupational and Speech & Language Therapists.</p>	<p>Learners are able to engage in sessions for longer periods of time</p> <p>Learners develop personalised ways to communicate, based on observations and non-standard assessments</p> <p>Learners are able to regulate with support more effectively, therefore seeing a decrease in behaviours that challenge throughout the school day</p>	1,2,3	£25,500

	Learners can access needs based rooms such as the Sensory Integration Room and the Occupation Therapy swing to support their regulation and ability to attend		
Music therapy provision – trained therapist delivering sessions	<p>Music therapy and music lessons - outcome will be measured in relation to progress during music therapy and across all learning sessions:</p> <ul style="list-style-type: none"> - Learner engagement – communication, eye gaze, engaging with new resources - Ability to attend and focus for longer periods of time - Attending and joining in with an expanding sized group - Following instructions from a variety of adults <p>Enhancing the provision of music within the school, therefore improving the culture capital within the school. Music is a medium that offers opportunities to communicate with their world around them. To make choices to communicate their needs. To offer pupils with complex behaviours that challenge de-escalation spaces. Development of group skills - turn taking, sharing and listening.</p>	1, 2, 5	£11,900
Targeted work with the Family Advocate, including to engage with well-match support from the MDT, maximise attendance, build networks and grow an awareness of the available sources of support and post-school placements	<p>Families are supported by Family Advocate. Feedback received from families who have been accessing support:</p> <p>“Sarah is an asset to the families and community here at school. The manner in which Sarah recognises the support required for families is always exactly right.” “An asset to the school”</p>	2, 3, 5	£500

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

Budgeted cost: £ 6700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<p>Studio Three and Laser training</p> <p>LASER Programme Course Details Studio 3</p>	<p>This course covers key areas of research and theory such as stress, understanding arousal, meta-cognition, and the saturation model. There is a practical focus on reducing restrictive practices, implementing low arousal approaches with positive practice and excellence in de-escalation and the prevention of behaviours of concern. Overall, there is a strong focus on the importance of stress reduction and well-being for all members of the school community – including staff, parents and pupils.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF state that understanding a learner’s context will inform effective responses and every learner should have a supportive relationship with a member of staff at school.</p>	<p>1,2,3</p>	<p>£3,000</p>
<p>SCERTs training</p> <p>Training (scerts.com)</p>	<p>The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.</p>	<p>1,2,3,4,5</p>	<p>£3700</p>

Total budgeted cost: £49,302

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 2022 – 2023 academic year.

Intended outcome	Success criteria	Actual 2022-2023
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Provide access to trained staff in studio 3 and Laser, therapists and external supports such as CAMHs and learning disability nurse • Establish peer support systems such as Lego Therapy, games clubs, social groups for emotional supports. • Organise mindfulness or relaxation activities to alleviate stress. • Offer workshops for parents on understanding and supporting mental health needs. • Equitable access to resources, including assistive technology and specialised teaching aids, to level the playing field for all learners. 	<ul style="list-style-type: none"> - 3 learners supported by CAMHs - 7 learners supported by the Family Support Service -
Improved progress for disadvantaged learners in all areas of learning and development, relative to their starting points identified through baseline and ongoing assessments	<ul style="list-style-type: none"> • Customised interventions addressing individual learning needs identified through baseline assessments • Regular monitoring of progress through ongoing assessments to adjust and refine interventions accordingly • Regular collaboration with parents or guardians to reinforce learning strategies and support at home. 	<ul style="list-style-type: none"> • End of year assessments indicate that learners in receipt of pupil premium are making progress in line with their own abilities. It is worth noting that all learners work within either the personalised Heritage House Curriculum or the Engagement scale (Quest curriculum).

		<ul style="list-style-type: none"> • Parents and guardians contacted throughout the year to maintain cohesive strategies across home and school • 32 learners on a Child in Need plan supported by the Family Advocate
Extend opportunities for pupils to extend learning beyond the classroom.	<p>Curriculum Enrichment Programs: Develop specialised programs that integrate cultural experiences into the curriculum, such as field trips to museums, theaters, or historical sites, ensuring students have exposure to different cultural aspects beyond textbooks.</p> <p>Inclusive Extracurricular Activities: Offer a range of extracurricular activities that cater to diverse interests and abilities, allowing students to explore and develop talents in areas like arts, music, sports, or technology, building their cultural capital through hands-on experiences</p>	-
Enhancing the culture capital within the school.	<p>Diverse Curriculum: follow the HHS curriculum which embraces diverse cultures, histories, and perspectives, ensuring learners experience a wide array of cultural knowledge within their education</p> <p>Cultural Events and Celebrations: Organise regular events, celebrations, and activities that showcase and honour various cultures, inviting students to participate and learn first hand about different traditions.</p>	-

	<p>Community Engagement: Foster partnerships with local cultural institutions, inviting guest speakers, artists, or community members to share their experiences, traditions, and knowledge with students.</p> <p>Cultural Awareness Programs: Implement programs that promote cultural awareness, sensitivity, and inclusivity, encouraging open discussions and respect for diverse backgrounds among students and staff.</p>	
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