

Pupil premium strategy statement - Heritage House School, Chesham, Buckinghamshire, HP5 3BP

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged learners.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged learners last academic year.

School overview

Detail	Data
Number of learners in school	130
Proportion (%) of Pupil Premium eligible learners	26.5%
Academic year/years that our current Pupil Premium strategy plan covers	2024-2025 - 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jacqueline Clearkin, <i>Headteacher</i>
Pupil Premium lead	Sky Gregory
Governor / Trustee lead	Jo Pearce <i>Lead for disadvantaged learners/Pupil Premium</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,920 Recovery Premium: Q1: £11,112 Q2: £1542
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£56,574

Part A: Pupil premium strategy plan

Statement of intent

Heritage House Special School is a special school for learners with severe and complex learning difficulties. All of our learners 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 aims 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 AQA 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 all 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 our learners the relevant skills, opportunities and experiences they require to achieve greater independence and to prepare them for the next stage of their learning journey, and for preparation for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and educational learning needs of our learners 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 learner's abilities to communicate and express their needs are significantly greater than their peers. Our learners may be non-speaking, have limited language and understanding, and/or social interaction difficulties.
3	Assessments and observations show that, due to the learners' significant diverse learning needs, our learners generally have greater challenges around attention, concentration and motivation to learn.

4	Through regular discussions and family workshops, we have identified that our families require additional support for their child/ren regarding issues with anxiety, attachment, sleep, eating, communication and behaviour.
5	Attendance of Pupil Premium at HHS is lower than that of non-Pupil Premium at Heritage House School, in academic year: 2023 – 2024. PP eligible – 83.56% Non-PP eligible – 87.57%

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
To achieve and sustain improved well-being for all learner's in our school, particularly our disadvantaged learners.	<p>Implement personalised support programs: Tailored interventions addressing individual needs of disadvantaged learners, encompassing emotional, academic, and social aspects.</p> <p>Foster a supportive environment: Cultivate a culture of inclusivity, empathy, and respect among learners and staff, and emphasising a 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 learners and caregivers.</p> <p>Develop mental health initiatives: Integrate mental health awareness programs and strategies to equip learners with coping mechanisms, reducing stress and increasing emotional resilience.</p> <p>Monitor and assess progress: Regularly evaluate the impact of interventions, gather feedback from learners, staff, and families, and adapt strategies based on data-driven insights to ensure sustained improvement.</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>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 families to reinforce learning strategies and support at home.</p> <p>Adaptive curriculum and resources: Curricular adaptations that cater to diverse and unique learning styles and abilities. Equitable access to resources, including assistive technology and specialized teaching aids, to meet the individual needs of the learner.</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 learners 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 learners 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 learners to explore different cultures, languages, and histories at their own pace.</p> <p>Learner-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 school 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>

Activity in this academic year

This details how we intend to spend our Pupil Premium funding for **2024 - 2025** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Healthy eating and food preparation for learners	<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 that are lower down in the hierarchy (including food, warmth and rest) must be satisfied before individuals can attend to needs higher up.</p>	1, 3
Reading for all CPD for staff, to secure stronger literacy teaching for all learners	<p>Literacy approach for whole school inclusive reading curriculum framework to support the success of all learners, particularly for disadvantaged learners, removing barriers to learning and promote engagement.</p> <p>CPD to support all staff to audit current provision; build on existing good practice; explore current research; create inclusive pathways/frameworks; and develop accessible literacy-rich environments.</p> <p>Literacy Courses Dr Sarah Moseley Edu</p> <p>Research analysis of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their learners eligible for Pupil Premium funding- Attendance and reading key barriers to disadvantaged pupils'... EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Purchase of Bug Club Phonics resources to secure stronger phonics teaching for all learners.	<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 learners.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

Purchase of Talentino Careers at Every Level resources for all learners.	Talentino Careers at Every Level resources (Digital) to support Careers programme, and careers teaching and learning. Engaging and motivating resources accessible for all learners /cohorts. <u>Talentino Careers Programmes and Resources</u> Research has found that disadvantaged learners are consistently less likely to access formal career guidance and post-16 information outside of school, than their more advantaged peers - www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf	3, 5
Training course for Pupil Premium Lead	CPD training for Pupil Premium Lead. CPD training course designed for those who are new to the role of the Pupil Premium Lead. “As the DfE’s own data shows, the impact of the Covid-19 pandemic has erased 10 years of progress in narrowing the disadvantage gap. It is clear that greater investment is needed to recover lost learning for the current generation of pupils.” www.educationconferencesuk.co.uk/virtual-online-courses/new-role-pupil-premium-lead	5

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

Budgeted cost: £44,881.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Multi-Disciplinary Team (MDT) Assistant bridges between class-based learning and sessions with Occupational and Speech & Language Therapists.	Learners are able to engage in sessions for longer periods of time. Learners develop personalised ways to communicate, based on observations and non-standard assessments Learners are able to regulate with support more effectively, therefore seeing a decrease in behaviours that challenge throughout the school day. 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.	1, 2, 3
Music therapy provision – trained therapist delivering sessions.	Music therapy and music lessons - outcome will be measured in relation to progress during music therapy and across all learning sessions: <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. 	1, 2, 5

	<ul style="list-style-type: none"> • Attending and joining in with an expanding sized group. • Following instructions from a variety of adults. • 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 learners with complex behaviours that challenge de-escalation spaces. • Development of group skills - turn taking, sharing and listening. 	
Targeted support for families by our Family Advocate.	<p>Families are supported by Family Advocate. Targeted work with the Family Advocate, including to engage with support from the MDT, maximise attendance, build networks, share practise within school, provide workshops for families, and grow an awareness of the available sources of support and post-school placements.</p> <p>Feedback received from families who have been accessing support:</p> <p><i>“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.”</i></p> <p><i>“An asset to the school”</i></p>	2, 3, 5

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

Budgeted cost: £7,513.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Studio 3 training/CPD for staff.	<p>Studio 3 training 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 learners.</p> <p>Support For Organisations Studio 3 Training and Mental Health and Well-being Supports</p>	1,2,3

	<p>Education Endowment Foundation (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><u>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</u></p>	
<p>SCERTS CPD for families and staff.</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><u>Training (scerts.com)</u></p>	<p>1,2,3,4,5</p>

Total budgeted cost: £56,574

Part B: Review of the previous academic year

Outcomes for disadvantaged learners

This details the impact that our Pupil Premium activity had on learners in the previous academic year (2023 – 2024).

Intended outcome	Success criteria	Impact
<p>To achieve and sustain improved well-being for all learners in our school, particularly our disadvantaged learners.</p>	<ul style="list-style-type: none"> • Tailored interventions addressing individual needs of disadvantaged learners, encompassing emotional, academic, and social aspects. • Cultivate a culture of inclusivity, empathy, and respect among learners and staff, and emphasising a collaboration and understanding. • Establish partnerships with families and local organisations to provide holistic support, workshops, and resources for both learners and families. • Integrate mental health awareness programs and strategies to equip learners with coping mechanisms, reducing stress and increasing emotional resilience. • Regularly evaluate the impact of interventions, gather feedback from learners, staff, and families, and adapt strategies based on data-driven insights to ensure sustained improvement. 	<ul style="list-style-type: none"> • Music Therapy sessions for Pupil Premium learners. • Multi-Disciplinary Team (MDT) Assistant bridges between class-based learning and sessions with Occupational and Speech & Language Therapists. • Family workshops, led by Family Advocate.
<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>	<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 families to reinforce learning strategies and support at home. 	<ul style="list-style-type: none"> • Ongoing and end of year assessments indicate that learners in receipt of Pupil Premium are making progress in line with their own abilities. All learners work within either the personalised Heritage House Curriculum, Quest curriculum (Engagement scale) and the AQA curriculum. • Families contacted throughout the year to maintain cohesive strategies across home and

		<p>school, Stress Reduction Support, home-school communication books, parent feedback questionnaires.</p> <ul style="list-style-type: none"> • 37 learners on a Child in Need plan supported by the Family Advocate.
<p>Extend opportunities for learners to extend learning beyond the classroom, whilst enhancing the culture capital within the school.</p>	<ul style="list-style-type: none"> • Develop specialised programs that integrate cultural experiences into the curriculum, such as field trips to museums, theatres, or historical sites, ensuring learners have exposure to different cultural aspects beyond textbooks. • 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. • Follow the HHS curriculum which embraces diverse cultures, histories, and perspectives, ensuring learners experience a wide array of cultural knowledge within their education. • Organise regular events, celebrations, and activities that showcase and honour various cultures, inviting learners to participate and learn first-hand about different traditions. • Foster partnerships with local cultural institutions, inviting guest speakers, artists, or community members to share their experiences, traditions, and knowledge with learners. • Implement programs that promote cultural awareness, sensitivity, and inclusivity, encouraging open discussions and respect for diverse backgrounds among learners and staff. 	<ul style="list-style-type: none"> • Horse riding sessions to extend opportunities for learners, including disadvantaged learners. • Visits to the local community – Chesham Mosque, Chesham museum.
<p>Improve attendance of Pupil Premium learners.</p>	<ul style="list-style-type: none"> • Design personalised support initiatives addressing individual needs, utilising resources specifically aimed at overcoming barriers that impact attendance, such as transportation or health-related challenges. 	<ul style="list-style-type: none"> • Healthy snacks provided and the opportunity to prepare a wide range of fruit and vegetables; to promote

	<ul style="list-style-type: none"> • 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. • 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. • 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>communicate, choice making, mental health and wellbeing.</p> <ul style="list-style-type: none"> • SCERTS workshop for families to offer knowledge and strategies for supporting their child/ren’s regulation, and supporting regular attendance to school. • Studio 3 training for staff, to provide a safe and supportive environment and strategies to reduce stress for all learners. • Support available from Family Advocate.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------