

# Pupil premium strategy statement

This statement details our school's use of pupil premium (PP) and recovery premium (RP) funding for the 2022 to 2023 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	107
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Emily Andrews
Governor / Trustee lead	Ian Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,205
Recovery premium funding allocation this academic year	Q1 £7,576 Q2(estimated) £7,576
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	£41,357

## 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.

Challenge number	Detail of challenge
1	High levels of communication and engagement difficulty often relating to their special needs

2	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills.
3	Through regular discussions, we have identified that our families require additional support for their children and home life.
4	Attendance of PP students at HHS is lower than that of non PP at HHS PP eligible – 74.58% Non PP eligible – 87.526%
5	Learners and families require support in accessing extra-curricular activities suitable for the wide variety of needs across the school

## 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 pupils in our school, particularly our disadvantaged pupils.	<p>Sustained higher levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>- reduced incidents of</li> <li>- Increased attention, co-operation and motivation to learn;</li> </ul> <p>evidenced through observations of learners, discussions with families, behaviour logs and sensory integration programmes.</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>Staff provide high quality teaching evidenced through:</p> <ul style="list-style-type: none"> <li>- lesson observations</li> <li>- learning walks</li> <li>- pupil progress data</li> </ul> <p>measured over time from their individual starting points and as identified through assessments and achievement of EHCP yearly outcomes.</p> <ul style="list-style-type: none"> <li>- Attendance will improve for PP learners and therefore they will</li> </ul>

	<p>have access to a wider variety of curriculum teaching session</p> <ul style="list-style-type: none"> <li>- PP learners and their parents will have a higher level of engagement to school life</li> <li>- Will be measured using Happiness Audit and Learner engagement survey in June 2023</li> </ul>
Extend opportunities for pupils to extend learning beyond the classroom.	<ul style="list-style-type: none"> <li>- Learners across the school will have access to a wide range of activities and the community to develop their own preparing for adulthood skills e.g. life skills, social and functional communication.</li> <li>- Learners take part in extracurricular activities, e.g. horse riding, Panathlons, Cross Country, Table Cricket, Music therapy to develop their love of additional activities.</li> </ul> <p>Evidence of these skills can be seen on personalised planning and Stress Reduction Support Plans.</p>
Enhancing the provision of music in the school and therefore improving the culture capital within the school.	<ul style="list-style-type: none"> <li>- Learners will be offered opportunities to communicate with the world around them</li> <li>- Learners will be encouraged to make choices to communicate their needs</li> <li>- Learners will be offered new ways to support their regulation</li> <li>- Learners will develop group skills such as turn taking, sharing and listening</li> </ul> <p>Evidenced on Stress Reduction Support Plans and Personalised Planning</p>

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
Healthy eating and food preparation	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.)	1, 3	£800
Horse riding	RDA activity can be our learners main way of accessing physical exercise  RDA has a positive, long-term impact on confidence levels, relationship building, communication skills, enjoyment and physical ability.  Regular riding improves core strength, balance and coordination and our welcoming groups help to	1, 2, 5	£600

	combat isolation and loneliness and boost wellbeing and happiness. (RDA.org.uk)		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,226

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
A Multi-Disciplinary Team (MDT) Assistant bridges between class-based learning and sessions with Occupational and Speech & Language Therapists.	<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> <p>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</p>	1,2,3	£33,332
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"> <li>- Learner engagement – communication, eye gaze, engaging with new resources</li> <li>- Ability to attend and focus for longer periods of time</li> <li>- Attending and joining in with an expanding sized group</li> </ul>	1, 2, 5	£14,400

	<p>- Following instructions from a variety of adults</p> <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>		
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.</p> <p>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	

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

Budgeted cost: £ 5631

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
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<p>Challenge Chesham - starting in 2023</p> <p>Bespoke programme (DofE-style) set in our local area to meet the needs of our children.</p> <p>Three tier challenge run over the three primary phases (KS1, LKS2, UKS2).</p>	<p>To improve pupils' wellbeing and attitudes towards learning. A common barrier found between schools were the low-levels of resilience and motivation to learn following the pandemic. Furthermore, many of our disadvantaged learners have less access to extended learning opportunities outside of school (financial constraints), social, emotional and mental health cases are increasing locally and nationally and parental engagement in school life of disadvantaged pupils are low. Improved wellbeing and attitudes to learning.</p> <ul style="list-style-type: none"> <li>• Increased levels of motivation for learning</li> <li>• Increased levels of resilience and persistence</li> <li>• Improved self-efficacy</li> <li>• Opportunities to access extended learning opportunities</li> <li>• Increased life opportunities to expand horizons (cultural capital)</li> <li>• Improved understanding of community</li> </ul>	2, 5	
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**Total budgeted cost:** £41,357



## 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 2021 to 2022 academic year.

Estimated impact:	Lessons learned
All PP learners had an individual communication plans and these were updated as required. MDT have caseload that supports communication	Communication time will increase in order to carry out the role due to increasing number of learners in school and the ongoing needs of the Pupil Premium group.  As with other areas, there will be a transitional period whereby staff with new responsibilities will further develop their understanding of the role and look to implement improvements over the academic year.
100% learners in the Pupil Premium group will access music therapy sessions on a weekly basis.	Need to target learners more for the music sessions to ensure that PP group have had a reasonable input compared to non PP group.  Music therapy will be offered as part of the curriculum for September 2022