# 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

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| Detail | Data |
| School name | Hill Top School  |
| Number of pupils in school  | 130 |
| Proportion (%) of pupil premium eligible pupils | 63 pupils 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** |  |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | A Bell |
| Pupil premium lead | L Cameron |
| Governor / Trustee lead | D Bunce |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 67,405 |
| Recovery premium funding allocation this academic year | £ |
| 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 | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **School Vision**: We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.**Pupil Premium will:*** ***Support mental health and wellbeing of pupils – develop emotional resilience (Thrive/Kalmer/Small Group Intervention)***
* ***Support greater independence for all learners irrespective of starting point – prep for adulthood***
* ***Give further opportunities for learners to experience cultural capital within school and beyond (new hobbies/experience what is in the local and wider community)***
* ***Provide resources to support pupils who are difficult to engage via alternative provision and possible work placements***
* ***Source appropriate CPD to give staff strategies to support learners in all aspects of their life – sensory/emotional regulation as well as academic support***
* ***Provide resources to support self-regulation e.g. sensory equipment***
* ***Promote health via Breakfast Scheme for all***
* ***Provide small group intervention***
* ***Reading/Numeracy intervention – Toe by Toe/My Maths***
* ***Provide time to develop new curriculum (cover/CPD) – focus on Prep for Adulthood/individual EHCP outcomes***
* ***Evidence of learning package inc technology***
* ***Chrome Books (15) – literacy intervention/Lexia etc***
* ***EAL Support (13 yp - EAL)– technology & language apps***
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | SEN need – Complex autism/autism and associated learning difficulties/MLD |
| 2 | Distance from School being able to access after school clubs – many reliant on school transport. Opportunities needed in school time  |
| 3 | Covid 19 – interruption to education and the emotion trauma attached to this. |
| 4 | Lack of employment opportunities for learners post 16 due to SEND needs. |
| 5 | Lack of independence skills hindering all aspects of life |
| 6 | Lack of opportunity to experience (cultural capital) what is available in local and wider communities due to SEND/social isolation |

## 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.

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| Intended outcome | Success criteria | Impact – Autumn  | Impact - Spring | Impact - Summer |
| Increased emotional resilience  | Reduction in crisis behaviour (CPOMs)Learner voice – happier/improvement in self esteemLearners have a bank of strategies to support their emotional wellbeing which they can use now and in the future | Data does not suggest this at present, impact of covid has been difficult tis term. Staff & pupil absInitial baseline collectBank of strategies being delivered throughout school and especially via Drama. Some initial feedback states that pupils are gaining in confidence e.g wanting to independently travel with scaffolded support | Behaviour incidents continue to be highFeedback from parents stating that children are growing in confidence. EHCP targets to be reviewed in the summer term.More pupils independently travelling/some with scaffolded support. | No further increase in negative behaviour, although this needs to be reduced.Kalmer counselling session – before and after data shows improvements in all areas, for those accessing sessions.Succeeding as Me programme in Drama (impact – gives pupils an opportunity to say how they feel and why).  |
| Independence skills - inc independent travel | Access on to Post 16/18 provision - EHCP – meeting long term outcomesPupils able to do more for themselves/less support (progression over time)Lifelong learning skillEmployability skills | Annual review paperwork highlighting independent living skills being developed and praised by parents.One 6th class are travelling independently to Project Choice NHSThe key Enterprise has started – 1st Initiative poverty proofing uniform. Donated uniform sold on for a small donation.Staff tuck shop run by pupilsPupil tuck shop run by pupils |  6th form continue to be targeted for independent travel.. All pupils including 6th form are experiencing travel/independent travel.Key Fund presentation for 2 groups- Staff Tuck School & Uniform (Pre-Owned). Successfully succeed £250 each. | Majority independently travelled to work placement by end of summer term2 groups aiming to access higher fund and develop enterprise skills further. Pupils went Bowling/Holmeside Park with the key fund as well as celebration lunch of their choice. Skills set developed – independence/confidence & self esteemClosed to 70% of pupils met/partially met EHCP targetsFeedback in reviews from parents and pupils positive re: Independence Skills (pupils doing more at home |
| Access new experience including cultural capital  | Pupil engagement/improvement in self esteemPupil voice – enjoyment/transfer new skillsEmployability skillsPrep for AdulthoodSupport mental health Know what is available in their local community so that this can be accessed now and in the future | New experiences and social interaction:Hancock MuseumDiscovery MuseumHerrington ParkLocal Park/ShopsRecycling PlantIce Cream Parlour at Royal QuaysMore to come as covid restrictions lifted | Careers Programme developing – linked to BEEP.External visits continue as covid restrictions lifed, more opportunities to experience and applicate skills developed in the classroom6th form all offered work experience packages via Project Choice NHS. 1 Internship offered to Yr12 pupil and 1 to yr13 pupil – rather than usual route to Gateshead College etc. | Accreditation – NOCN all except 1 pupil in Abs class achieved L1 Diploma EmployabilityDiversity DayCharity Queen JubileeSafety WorksPupil Led LearningDrama workshop |
| Pupil engagement/personalised curriculum/accreditation linked to vocational qualification  | Reduction in NEETsAspirational for future Employability SkillsSuccessful completion of vocational courses | 3 pupils’ access some for of alt provision. RR offered place with Stone Hills. TT – Yr10 attending Wheels.NM Yr11 (recent alt provision) struggling | All engaged in off site provision. RR & TT working towards accreditation.RR succeed place at Stonehills – post 16 (possible NEET if not). | RR – post 16 placement & accreditation.TT – accreditation being achieved, attendance improved, less behaviour incidentsAccreditation – NOCN all except 1 pupil in Abs class achieved L1 Diploma Employability |
| Staff training to meet the needs of learners – rebound/attachment/thrive/EHCP | Reduction in CPOMs – negativesLearners regulated and ready to learnAccreditationEHCP outcomesHighly skilled staff to support our wonderful learners – they deserve the best! | CPOMs continues to be high Training completed to date:Breakfast club – ready to learn/developing ind living skillsACEs – Part 1ReboundSensory Regulation for all staff L1Positive Behaviour SupportEHCP writing – x2 | Training to date:PhonicsFASD ACEs – Part 2Numeracy Sequential PlanningRebound EHCP x 2 | Accreditation – NOCN all except 1 pupil in Abs class achieved L1 Diploma EmployabilityStaff continue to develop via good quality CPD, this will be built upon over next year. Subsequent sessions to develop deep understanding  |
| All learners have access breakfast | Learners regulated, poverty proofing, reduce stigma of FSM | Feedback for Magic Breakfast – happy to support Hill Top after monitoring visit. Quote from report.“I was thrilled to see your extended reach in place – definitely a benefit of Covid! You’re reaching so many more children now & brilliant that you’re using the IKEA crockery & cutlery to help with this. I loved hearing about the impact that you’re seeing & how your breakfast is helping support your curriculum and preparing your pupils for adulthood. The breakfast provision you’ve created has ensured a smooth, social start to the day” |  | Independent skills developedAll pupils have access to breakfast No stigma attached to free breakfast |
| Learners able to access functional literacy/numeracy | Accreditation where appropriateFunctional literacy/numeracy to support independenceEmployability skills | Pupils entered at appropriate levelPupils out in the community practising application of money/social skills & literacy skills.  | Pupils entered for qualification (NOCN/AQA) – awaiting resultsPupils more confident according to EHCP in using money/social skills and meeting EHCP targets due to community opportunities | Accreditation achieved in summer examinations |
| Evidence for learning package | Evidence for EHCP outcomes for all learning irrespective of learning style. Progression captured | Not purchased – too expensive | Not purchased – too expensive | Earwig purchased, launch Sept 2022 |

## 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| *Rebound Therapy Training x 2 days*  | Pupils more regulated, ready for learning opportunitiesReduction in CPOMs – negativesStaff feedback | 1, 3 | 170 x 2 plus cover  |
| *ACEs/Attachment training (1 day)**Positive Behaviour Support/Positive Regard* | Understanding of trauma-based therapy and the impact this has on our learnersStrategies used to regulate and understand individual needs and  | 1, 3 | £700 |
| *Thrive training – practitioner refreshers* | Cascade/Champion – whole school approachSupport colleagues and young people with emotional wellbeingProfile learner needs and targeted action plan to reduce instances of emotional dysregulation | 1, 3 | £3000 |
| *EHCP outcomes training - multiple* | Progress linked to EHCP outcomesProgression onto post16/18 coursesLifelong independence skills | 1, 2, 3,4,5, 6 | Cost of cover for teachers |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| *Small group intervention (academic/social emotional mental health) - TA* | AttendanceEngaged in curriculum via small personalised groupReduction in negative behaviourReduction in NEETEmployability skills | 1, 4,5 | Part cost of TA & Teacher |
| *Vocational Courses/alternative education* | Engaged pupils who are disengaged with learning previously – personalised to meet needAttendanceReduce potential NEET | 1, 4,5 | £9000 |
| *Literacy & Numeracy Intervention* | Toe by toe workbook – transferring of skills into other areas (cross curricular) | 1, 3,4, 5 | £570£300 |
| *Literacy Intervention – Lexia etc**15 Chromebooks* | Increase in literacy scores & understandingFunctional LiteracyEmployability Independence Skills | 1, 4,5 | 160 x 15£2400 |
| *EAL support – technology & app (x13 yp)**Amazon Firetablets 7in* | Independence skillsLiteracy improvement Communication skillsInclusive | 1, 4, 5 | 13 x 50£650 |
| *Evidence of learning package and supporting IT equipment* | Capture evidence of learning over time, linking to EHCP outcomes | 1,5,6 | £ 7800 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| *Kalmer Counselling* | Tier system of support for mental health and wellbeing – High priority pupils | 1,3,5 | £9100 |
| *Mental Health Invention - Group* | Improve self esteem strategiesUnderstand feelings and emotions in a safe environmentAbility help self regulationReduction in negative behaviour incidents | 1,3,5 | Cost of EP (reg/wed pm) |
| *PLL/Enrichment/After school clubs* | New experiencesNew hobbies | 1,2,6 | £1500 |
| *Breakfast Club for all* | EHCP outcomes - Health | 1 | 700 |
| *Sensory resources to regulate*  | Regulate and reduce anxietyReduction in negative behaviours | 1, 3 | £5000 |
| *Independent living resources including independent travel training* | Employability Access to post16/18 providersEHCP outcomesSkills for life | 1, 3, 4, 5 | £1500 |

**Total budgeted cost: £**

# Part B: Review of outcomes in the previous academic year

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| **Report to governors: 2020/21****Pupil Premium Grant**Each year Hill Top School receives a Pupil Premium Grant (PPG), this is in addition to main school funding. It is allocated straight to school and is clearly identifiable in our budget which is monitored by SLT and Governors of the School. The grantawarded is in addition to any funding the pupil may receive for their special educational needs.The SLT and Governors recognise that every year the school may identify different priorities which need addressing for pupils in receipt of PP. |
| **Impact of Expenditure and Future Pupil Premium Plans**The school will measure the impact of the PPG during each Autumn Term (this will link to the Annual Data Outcomes Analysis. In addition, we analyse all pupil data mid-way during the school year and hold termly meetings with teachers and deputy head teacher to review individual pupil progress.The school will additionally identify key priorities for the next allocation of the pupil premium grant and establish appropriate cost codes within the budget for the next academic year; these cost codes are scrutinised by SLT and F&S governor sub-committee of the Governing body. |

**Overview of the school**

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| **Number of pupils and pupil premium grant (PPG) received** |
| Total number of pupils on roll | **125** |
| Total number of pupils eligible for PPG | **51** |
| Amount of PPG received per pupil | **£935** |
| Funding re LAC pupil - £1700 per student | **TBC**  |
| **Total amount of PPG received**  | **£47,685** |
| **TOTAL** |  **£47,685** |
| **Est Expenditure by end of March 2021** | **£47,685** |
| **Expenditure of Pupil Premium grant (2020- 21)** |
| Resources for difficult to engage including offsite education | **£1000** |
| Thrive | **£3000** |
| Staffing 1:1 | **£43,685** |
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| **Total** | **£47,685** |
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| **Summary of PPG spend 2020/21** |
| **Objective 1**Resources to support groups of pupils who are difficult to engage including offsite education eg hairdressing.**Expected outcomes:**Positive engagement in education, appropriate qualifications to attain apprenticeship place in Y12.**Objective 2 : Thrive r**esources to support pupil mental health and well being following Covid 19 restrictions. Kalmer Counselling**Expected Outcomes:** Greater resilience amongst all pupils, pupils to have a bank of coping strategies that they are able to use during periods of stress and anxiety.**Objective 3** Staffing for 1:1 pupils**Expected outcomes:** Pupils to positively engage in the curriculum with growing independence.  |

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| **Tracking Autumn 2020/ Spring 2021/Summer 2021** |
| **Objective 1**Resources to support groups of pupils who are difficult to engage including offsite education eg Hairdressing**Expected outcomes:** Positive engagement in education, appropriate qualifications to attain apprenticeship place in Y12.**Autumn term 20:** 4 young people attending hairdressing, although this has been interrupted due to Covid and hairdressing restrictions. Work supplied by provider mixed reaction 2 pupils engaged, 2 other ladies are wanting the practical element of the course.**Spring term 21:** Girls still unable to attend course until at least April 12th. RR attending Stonehills, throughout lockdown period. Has returned this week 8/3/21 and appears more engaged, he is looking forward to going to Stonehills where he has really bought into carpentry and is track to achieve an award in construction L1**Summer term 21:** **RR achieved level 1 in construction, he appears to have a real talent for all things “wood”. RR proud of his achievements at Stonehills and has transferred his skills back in school by upcycling and support at time Mr walker with general maintenance. Attendance is good. Moving forward, RR to continue full day (Thursday) at Stonehills. Concentrate on independent travel training to enable RR to access post 16 courses.****TT – sourced placement for after half term “Wheels”****CB – poor attendance has resulted in limited progress.** **AB – thriving and enjoying being back in salon. Hoping this will lead to potential apprenticeship.****JB & EL – refused to engage with beauty saloon but have attended school and have completed Entry Level qualifications. Staff supporting ladies with applications as they have expressed an interest in child care.****Objective 2 : Thrive resources to support pupil mental health and well being following Covid 19 restrictions. Kalmer Counselling****Expected Outcomes:** Greater resilience amongst all pupils, pupils to have a bank of coping strategies that they are able to use during periods of stress and anxiety.**Autumn term 20**: Programme of thrive delivered by class tutors, to support with emotional wellbeing of pupils. No timetabled time for trained staff due to bubbles.**Spring term 21:** Thrive packs sent home and uploaded to remote learning. All classes have action plans and 1 to 1 intervention taking place with select pupils to assist with emotional wellbeing.**Summer term 21: Thrive continues to be used throughout school. We have seen an increase in pupils struggling to cope since all young people have returned. This has resulted in Esther Pearson (Drama) working with intervention groups (up to 50 pupils) based on improving emotional wellbeing – mindfulness/natter groups/singing/drama etc . Esther has also created a series of youtube episodes on Mental Health & Wellbeing which anyone can access, to date there are 6 in the series. This is something we are going to build on in the future via our new curriculum stand “Creativity” – using the arts as a way of supporting mental health, emotional resilience etc.****Kalmer counselling are working closely with school and parents, Victoria is ending long term pieces of work with pupils and school have identified pupils who need more therapeutic input.** **Objective 3** **Staffing for 1:1 pupils****Expected outcomes:** Pupils to positively engage in the curriculum with growing independence. **Autumn term 20:** Unknown**Spring term 21:** **Summer term 21:****WC – previously (2 to 1) now integrated back into class, full time as of 7th June. Support reduced to 1 to 1. Accessing learning session and is making appropriate choices when feeling dysregulated. Reduction in incidents as well as violence and aggression towards staff.****3/4E – high staff ratio due to dysregulated behaviour. JK/TT/RR on the whole buying into school. JK staying on at 6th Form. RR successful at Stonehills.** **HG – issues around family situation (CP)****EL/JNB – year 11 have completed Entry level qualifications, wishing to do Child care as a career.** **CS – refusing to engage, only yr8. Attendance poor – Early Help possible CP. Home visits made.**  |

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|  **PPG spending by item/project 2020/21** |
| **Item/project** |  |  |  |  |
| **Hair dressing** |  |  |  |  |
| Construction Courses, Forest Schools | **£1000** |  |  |  |
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| Thrive/Kalmer Counselling | **£3000** |  |  |  |
|  |  |  |  |  |
| 1:1 staffing | **£43,685** |  |  |  |
| Total | **£47,685** |  |  |  |