

Pupil premium strategy statement

School overview

Metric	Data
School name	Cramlington Hillcrest Special School
Pupils in school	93
Proportion of disadvantaged pupils	76%
Pupil premium allocation this academic year	£69,510
Academic year or years covered by statement	2019 to 2022
Publish date	Jan 2020
Review date	Jan 2021
Statement authorised by	Andrea Mead, Head Teacher
Pupil premium lead	Alison Miller, Assistant Head Teacher
Governor lead	Joyce Reid, Chair of Governors

Disadvantaged pupil barriers to success

Progress and achievement are significantly linked to pupils' ability to access learning at a level commensurate to ability. The school is further developing the criteria for identifying the barriers that each individual PP pupil faces and acting highly responsively to support pupils' needs.

Due to a high percentage of pupils' mental health needs within the context of their SEMH diagnosis, pupils have often failed in previous settings and have high degrees of disadvantage within their home setting. This results in them finding it difficult to form trusting relationships and developing an ability to self-regulate behaviour.

Parental support at school based events is improving but still remains low and support for home learning is resulting in school considering its homework policy and how best to support learning opportunities beyond school more effectively.

Lack of referral support, or waiting lists for specialist help can hinder pupils' ability to gain timely help to remain in school learning to the best of their ability.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in PHSCE English, Maths and Science.	>75% of pupils make or exceed expected progress with no gap between PP and non-PP pupils. Regular monitoring of progress will highlight any	1 st review – Jan 2021 2 nd review – Jan 2022 Reviews include outcomes for pupils collated termly for presentation to Governors using target

	<p>additional support or interventions required.</p> <p>Increased staffing for pupils with the most severe and complex SEND.</p>	<p>of 75% and 80% for stretch target</p>
<p>All pupils to access high quality teaching/assessment.</p>	<p>Teaching and assessment is consistently reviewed in order to plan incremental steps of progress in line with pupils needs. Sessions (including LCT) to ensure 'readiness to learn' are included to support pupils' access to learning. Students will be aligned to curriculums based on needs (Holistic; Holistic/Academic; Academic)</p> <p>Effective data tracking systems provide robust baseline assessments leading to targeted measureable outcomes.</p>	<p>1st review – Jan 2021 2nd review – Jan 2022</p>
<p>Pupils demonstrate increased and sustained engagement with learning/therapeutic strategies.</p>	<p>Robust and supportive sensory integration programmes in place increasing the % of pupils who are able to self-regulate leading to expected or improved results in progress and achievement</p>	<p>1st review – Jan 2021 2nd review – Jan 2022</p>

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
<p>Emotional and sensory regulation along with results are improved through pupils accessing therapy integrated support</p>	<p>Fewer incidents recorded with all students having individual risk assessments linked to Zones of Regulation supported by Intervention Team.</p>

Support for extra-curricular activities.	Experiences widen pupils' knowledge and develops social skills commensurate to ability (i.e. Beadnell, DofE; Alan Shearer Centre)
Improved family support to child and school	Increased family support through families gatherings and text to parents
Barriers to learning these priorities address	Families not able to engage
Projected spending	Intervention Team part costs £14,292 School Transport £15,100 Text to Parents £735

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Specialist interventions in place for all pupils	Toolboxes available for all students to ensure remain in zones for learning and social thinking embedded in school values.	1 st review – Jan 2021 2 nd review – Jan 2022
Establish baseline for each student and agree incremental step progression	iASEND in place and documents holistic data	1 st review – Jan 2021 2 nd review – Jan 2022
Visuals implemented to support and embed learning	All staff proficient in use of Boardmaker	1 st review – Jan 2021 2 nd review – Jan 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Visuals implemented to support and embed learning with all staff proficient in use of Boardmaker
Priority 2	Symphony Maths used to support gaps and develop foundations in maths principles
Priority 3	Lexia to support students become more efficient readers
Barriers to learning these priorities address	Provides additional support to underpin basics in English and Maths complimented with visuals
Projected spending	Boardmaker £1,000 per annum Symphony Maths £1,039 Lexia £2,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Assessment and intervention for pupils by OT
Priority 2	Training for staff and purchase of appropriate resources to develop 'The Studio'
Priority 3	ELSA Training for all support staff
Barriers to learning these priorities address	Students struggling to self-regulate
Projected spending	Room Conversion Costs – The Studio £5,131 ROMPA sensory equipment £1,284 SouthPaw sensory equipment £2,449 Sensory Toy Warehouse £505 Jigsaw Therapy SaLT £12,000 Jigsaw Therapy OT£12,000 ELSA Training £1,975

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HLTA's, Cover Supervisors and SLT
Targeted support	Ensuring enough time for school leaders to analyse and use tracking data effectively	Hillcrest office support team familiar with extracting and analysing data. Support from school SIP to prioritise areas for deeper understanding.
Wider strategies	Enough time to allow for more strategic planning, review and analysis of interventions	Leadership has been strengthened to allow for more strategic planning.

Review: last year's aims and outcomes

Aim	Outcome
Additional TA support within specific class groups	Increased levels of engagement from pupils
Increased opportunities engagement and generalisation of functional skills	Steady improvement in disadvantaged pupil progress from year on year. Increased access to interventions and generalisation of strategies
Provision of additional OT and SaLT support	Increased engagement from pupils receiving input.

Aim	Outcome
	Increased staff expertise in working with pupils, particularly those with sensory regulation needs.