



Pupil Premium Strategy Statement 2021 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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

Detail	Data
School name	Hillcrest School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrea Mead - Headteacher
Pupil premium lead	Alison Miller
Governor / Trustee lead	Joyce Reid

Funding overview

2021- 2022 Detail	Amount
Pupil premium funding allocation this academic year	£62,075
Recovery premium funding allocation this academic year	£12,810
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	£74,885

2022- 2023 Detail	Amount
Pupil premium funding allocation this academic year	£77,765
Recovery premium funding allocation this academic year	£27,671
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	£105,436

Part A: Pupil premium strategy plan

Statement of intent

Hillcrest is a specialist school for pupils with complex needs. All of our pupils have Education Health Care Plans and have a wide range of additional needs. This includes ASC, social emotional and mental health, attachment and trauma, communication and interaction. 8% of our population are Looked After Children (LAC) with 21% having social care involvement (EHA, CIN, CP, LAC). As a school we have developed a number of strategies and interventions to support pupils including:-

- Zones of Regulation
- Social Thinking
- Learner centred time
- Fantastic Five minimum expectations
- PACE
- THRIVE - individual and class profiles
- ELSA
- Regulation spaces including studio, outdoor gym, chill room and rebound therapy
- Speech and language and Occupational Therapy

Covid has had a major impact on our pupils' ability to be ready to learn when they arrive in school. For the majority of our pupils to access learning, they have to be able to regulate and be 'good to go'. Through observations, pupils' window of tolerance has been significantly reduced through the fallout of Covid and for our pupils to thrive, we need to equip them to be able to self-regulate so they are ready to learn, enabling academic as well as social and emotional progress to occur. Developing the *whole child* is central to what we do.

For the *whole child* to thrive it is imperative that we address non-academic barriers before learning can begin for all of our cohort. Emotional and sensory regulation is central to the pupils' readiness to learn and engage in all of the educational and social opportunities available within school, thus giving them the greatest opportunities for success.

As we have a high percentage of Pupil Premium Pupils (72%) and data shows that the academic gap between Pupil Premium Pupils and Non-Pupil Premium Pupils is small across both English and Maths, we have taken the decision to apply the funding as whole school strategy to benefit all. By targeting all pupils, this will, in turn be more beneficial for Pupil Premium Pupils. If the whole school community are able to self-regulate the direct result will be calmer classrooms which are more conducive to learning.

Our priority and goal is to remove barriers through a multi-disciplinary approach. Pupil Premium funding will be used over the next academic year to provide funding to establish a Regulation Profile (integrating sensory, emotional, behavioural, language and social needs) for all of the pupils in school with identified referrals for specific interventions so that additional resources can be targeted to best meet with the needs of the pupils in school. This multidisciplinary approach will utilise OT, SaLT and ELSA expertise working closely with class teams to provide goals and strategies to support the individual. Direct impact of regulation and self awareness strategies to support engagement are:-

- Increased window of tolerance
- Increased self confidence and self help skills
- Social skills and opportunities
- Readiness to learn resulting in increased access to learning opportunities
- Aspirations and clear pathways for the future

Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHCP. A high proportion of pupils have complex needs linked with mental health needs, attachment and trauma histories, Autism and speech, language and communication needs. Primary needs:- 38% SEMH 30% ASC 17% SLC
2	Our assessments demonstrate that the majority of pupils access a holistic/academic curriculum 12% holistic 56% holistic and academic 32% academic
3	THRIVE profiles and assessments highlight gaps in development for pupils where interventions are required to support readiness for learning
4	Our records demonstrate that 25% of pupils have a Studio plan which offers specific activities matched to the needs of the individual. In addition to this, all pupils are able to access the studio and outside gym to support sensory regulation.
5	Observations and discussions carried out by our Occupational Therapists highlight an increased level of dysregulation with a high number of our pupils. Pupils who have significant attachment and trauma needs can struggle to regulate which, in turn, impacts readiness to learn. Pupils with high sensory needs require a wide range of therapeutic support (both through specific OT trained staff and teaching staff who are upskilled by therapists)
6	Our observations and discussions demonstrate that a high proportion of pupils have communication difficulties resulting in increased dysregulation and distress
7	Assessments and observations carried out by our Speech and Language Therapist demonstrate many challenges faced by pupils with regards to their "hidden" communication and interaction needs often resulting in distress and dysregulation
8	Assessments and observations show that, due to their significant learning needs, our pupils generally have greater challenges around attention, concentration and motivation to learn
9	Through regular discussion, we have identified that our families require additional support for their children around anxiety, attachment, sleep, eating, communication and strategies to behaviour

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
Achieve and sustain improved well-being for all pupils, particularly disadvantaged pupils	Increased pupil engagement, self-regulation and resilience evidenced through discussion with pupils and families, observations, THRIVE profiles and OT programmes and Regulation Profiles
Increase in opportunities for pupil regulation through therapeutic engagement and self-soothing strategies	Pupil engagement increased with greater access to teaching and learning opportunities
Increase spaces for pupil regulation and interventions	Increased number of pupils able to access regulation interventions at one time resulting in reduction in distressed behaviours
Staff increased confidence and ability to support regulation that supports readiness to learn	THRIVE practitioners to support teaching staff to develop, implement and embed THRIVE curriculum for individuals and classes. Occupational therapists and Speech and Language therapist to upskill staff in identifying regulatory needs of pupils and develop strategies to support self-regulation - regulation profiles to support this
Pupils can use a range of communication strategies to support understanding and to develop expressive communication skills	SaLT strategies to be disseminated to teaching staff by qualified therapist. Termly Individual Learning Plan targets with SLC focus linked with EHCP long term targets

Activity in the academic year 2021-2022

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: **£600.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities led by Speech and Language Therapist using strategies including colourful semantics	SaLT strategies increase communication opportunities and confidence. Scaffolding of written work to develop pupil writing skills. SEL evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,6,7,8

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

Budgeted cost: **£51,990.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SaLT input (1 day Band 8 plus additional CPD time)– working with teachers, groups, individual pupils and families.	Speech, language and communication needs SEN need 1 - 23% SEN need 2 - 24% SEN need 3 - 16% SEN need 4 - 44% 'What it works' evidence database for SaLT interventions https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/	1,6,7,8,9
Purchase of Clicker software and ipads.	Clicker is a user-friendly word processor that enables learners to confidently tackle writing tasks supported by speech feedback, a talking spell checker and word prediction function. https://www.cricksoft.com/uk/clicker	1,6,7,8

	https://crickmedia2.blob.core.windows.net/files/docs/product-files/clicker-7/rvsd-teacher-use-of-cricksoft-to-support-literacy-2018-final.pdf?sfvrsn=bfcaae0_34	
Additional OT input (Band 8) working alongside current 2 day OT offer	OT based evidence to support the positive impact of co-regulation and self-regulation. Stephen W Porges – The Polyvagal theory The polyvagal theory: neurophysiological foundations of emotions, attachment, communication, and self-regulation -	1,4,5,8,9
Enhancing the rebound therapy offer, by releasing trained staff to enable them to deliver sessions	OT based evidence to support the positive impact of rebound therapy on regulation, therefore, pupils more engaged and able to access learning. https://www.reboundtherapy.org/about/benefits	1,4,5,8

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

Budgeted cost: **£22,295.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional literacy interventions led by qualified THRIVE adolescent trainer	Intervention team (ELSA) working closely with class teams to support ELSA interventions both class led and individual. ELSA data is collected termly. SEL evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3
Increased therapy spaces/resources created within school to support regulation	Additional therapy space to be developed in conjunction with OT. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation	1,4,5

Total budgeted cost: £74,885.00

Activity in the academic year 2022-2023

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: **£3,141.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff led by SaLT and OT (Jigsaw Therapy) including communications strategy, colourful semantics, regulation through OT and Makaton	Strategies implemented through Jigsaw Therapy to increase and widen communication skills in school so students have a voice and the means in which to communicate leading to increased regulation	1, 4, 5, 6, 7, 8
To adopt a whole school approach to reading, including the use of phonics	Research for reading (including phonics) and identification of ReadWrite Inc as a phonics programme that would assist all Hillcrest students develop their skills in comprehension, vocabulary and spelling https://www.ruthmiskin.com/ofsted-reports/case-studies/	1, 3, 8

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

Budgeted cost: **£49,530.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased targeted SaLT input (12 hours weekly @ Band 5)	Speech, Language and communication needs SEN need 1 – 17% SEN need 2 – 22% SEN need 3 – 15% SEN need 4 – 38%	1, 6, 7, 8, 9

	<p>Band 8 input over previous academic year demonstrated improved communication skills for students. Increased SaLT input to work with larger population of students on individual, small group and whole class level. Staff will be upskilled in a wide range of strategies to support students</p> <p>'What it works' evidence database for SaLT interventions</p> <p>https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</p>	
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Increased targeted OT input (9 hours weekly @ Band 7)	<p>OT based evidence confirming impact of OT therapeutic support for sensory and physical needs leading to greater functionality in school and beyond. OT strategies and support lead to students being more equipped and able to regulate resulting in more opportunities to learn</p> <p>Stephen W Porges – The Polyvagal theory</p> <p><u>The polyvagal theory: neurophysiological foundations of emotions, attachment, communication, and self-regulation -</u></p>	1, 3, 4, 5, 6, 8, 9
MDT meetings	<p>OT/SaLT lead MDT meetings across school which includes, staff, families and professionals. A 3 stage process has been developed to utilise all expertise to ensure support and strategies are developed to meet individual needs</p>	1, 5, 6, 7, 9

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

Budgeted cost: **£52,765.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Partner to assist parents with challenges at home including mental health, attendance, safeguarding etc	<p>Parental engagement is key to ensure that school and home are working together for the success of the child. A Family Support Partner means a shared response from school meaning teachers can concentrate more efforts on teaching whole classes whilst the Family Support Partner concentrates on individuals/families needing assistance with regards to attendance and signposting to external services alongside supporting the SLT with safeguarding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 9
Development of 2 x Sensory Rooms	<p>OT support highlighted that more students would benefit from access to sensory rooms throughout the day (including sensory room and regulation room). This helps students to regulate through sensory processing and regulation activities</p>	1, 3, 4, 5,,6, 7, 8
Development of outdoor learning space (Room 9)	<p>Students have access to a safe outdoor space to support access to outdoor learning and aid regulation.</p>	1, 3, 4, 5, 8

Development of multi-use outdoor space	<p>Outdoor shelter to aid students who need to be outside for regulation during inclement weather. Accessible outdoor space for reading time, OT activities, ELSA and Thrive and teamwork opportunities.</p> <p>https://www.gov.uk/government/news/enlands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</p>	1, 4, 5, 6, 8
Employment of Transition to Hillcrest Administrator	Builds relationships with students and families before the students start at Hillcrest. Enables data to be collected in a sensitive manner so that toolboxes for students can be created and ready from day one to support learning and transition. Point of contact between feeder schools, families and Hillcrest.	1, 9

Total budgeted cost: £105,436.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2020 – 2021 Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As issues have been raised through COVID-19, disadvantaged pupils are still a high priority across school. As a result we have sent equipment home to support pupils who have worked from home during lockdown periods. We have supported pupils to attend school by liaising with parents/carers, incorporating part timetables for those who have struggled and by implementing a recovery curriculum.

51% PP pupils attended school part or full time in January 2021, 66% in February and 97% in March. All pupils working from home had access to remote learning through online resources or paper based packs. These resources were bespoke to the individual covering both holistic and academic curriculums.

The use of therapeutic input both through therapists and through upskilling of staff has helped to support our most vulnerable learners during Covid and continues to be an area of greatest need across the school.

Majority of support staff ELSA trained leading to targeted interventions in classes.

OT studio access - 25% pupils now have studio plan. Access is timetabled - in addition pupils are able to use the studio and outside gym when necessary.

All pupils have ZoR toolbox that is linked with individual risk assessment.

Social Thinking curriculum delivered across school – social thinking teacher working closely with SaLT.

Learning walk focussing on Fantastic 5 to support the embedding of visual support across school.

Recovery curriculum utilised across school so support.

2021-22 Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Students attending school continue to struggle following COVID-19. Disadvantaged pupils remain a priority and we continue to work with students to teach them how to interact with each other following lengthy periods of isolation and missing out on important social skills. The additional SaLT and OT input has proved to be invaluable as we return as a whole school community.

Through lessons learnt during COVID-19 we have continued to use home learning systems (SeeSaw) to ensure that students have access to learning even when absent from school. Home school laptops are available for students who don't have access to equipment at home.

Staff have been trained in Rebound Therapy and systems have been put in place to track students' ZoR before and after sessions with evidence confirming that this therapy offer does result in students returning to 'green zones' and ready to learn.

Staff have continued to be upskilled using ELSA to support students.

Clicker has been purchased and loaded onto iPads to assist students with their learning. Staff have been upskilled in using the system through our SaLT.

Therapy spaces are used throughout the day using timetabled interventions and adhoc interventions for students in distress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

School offers a basic breakfast provision to all students daily during learner centred time. This ensures that students are not attending school hungry and are more regulated in order to start the school day. In addition, this helps students who are medicated and/or travelled 1 hour plus to attend school helping prepare them ready to learn.

Learner Centred Time provides a safe environment where they can talk to key trusted adults about concerns whilst staff can identify if a student needs additional support for the day ahead.