



Hedgewood School Pupil Premium Strategy Statement 2024-2025

School overview

Metric	Data
School name	Hedgewood School
Pupils in school	189
Proportion of disadvantaged pupils	72
Pupil premium allocation this academic year	£100,275
Pupil Premium funding carried forward from previous year	£0
Academic year or years covered by statement	2024-2025
Publish date	October 2024
Review date	September 2025
Statement authorised by	Bryony Smith
Pupil premium lead	Pearl Greenwald
Governor lead	Ladan Jama

Statement of Intent

At Hedgewood, we understand that pupil premium funding is a vital resource to aid us in supporting disadvantaged pupils. In planning our strategy, our focus is to ensure every pupil makes the best possible progress across the curriculum and with functional skills in Communication, English, Maths, self-regulation, social skills and personal safety.

Our personalised offer aims to promote the progress of all disadvantaged pupils and every pupil who is underachieving. This report will show our belief that investing in bespoke CPD for our teachers and teaching assistants is one of the most effective ways for us to use PP funding. Alongside this, we know that evidence consistently shows that targeted interventions for pupils can support pupils to make additional progress to close the attainment gap. Our interventions at Hedgewood are specific to each pupil's barriers to learning and are carefully planned to support where each pupil is currently learning in their stages of development. Structured one-to-one or small-group interventions, which are linked to classroom teaching enable the transference of skills. Part of our wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Further information on this guidance can be found at:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

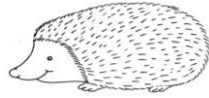
Our strategic aims are informed by a holistic understanding of each individual and based on both formal and informal assessments of needs. We believe that all of our children, irrespective of their background and the challenges they face, deserve to access high-quality education which includes a range of experiences and opportunities to learn and embed and generalise skills to improve their quality of life.



Challenges

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

	Challenge
1	All of our pupils have an Education, Health and Care (EHC) Plan due to cognition and learning difficulties functioning significantly below age related expectations. Over 85% of our pupils have a diagnosis of Autistic Spectrum Condition (ASC).
2	<p>The majority of our pupils have complex communication difficulties. All pupils require support at a universal level from our on-site Speech and Language Therapy (SaLT) team. Some pupils require targeted or specialist approaches to support and address significant difficulties in receptive and expressive language skills, including speech production, core vocabulary development and social communication skills.</p> <p>Developing pupils' language understanding and communication skills at a functional level is fundamental to their quality of life.</p> <p>Communication teaching looks different for our pupils across the school. The challenge is to ensure high-quality interactions with continuous access and reinforcement appropriate to each pupil's individual stage rather than age. We work closely with the SaLT team, combined with specific teaching protocols and assessments through the implementation of the Essentials for Living Curriculum and VB-MaPP. Hedgewood School is a Total Communication school. Universally, we use signing, communication belts, picture exchange, AAC, narrative and the explicit teaching of vocabulary (core and specific subjects) to ensure children are exposed to various ways to communicate.</p>
3	Disadvantaged pupils often have access to fewer life experiences, which can affect their understanding of how to behave in different environments and what it means to be an active and responsible citizen.
4	<p>Physical literacy is essential for young people to develop into healthy adults. By engaging in activities they enjoy, find valuable, and establish a healthy connection with, young individuals can cultivate a lasting commitment to maintaining an active and healthy lifestyle. Students from disadvantaged backgrounds may face challenges accessing sports clubs due to financial constraints, distance to sports facilities, and lack of parental knowledge about available sports. Less than half of young people in England meet minimum activity levels, which can impact their mental health and academic performance. Research by Activity Alliance indicates a significant decline in physical activity levels among disabled children as they grow older.</p> <p>Activity levels for disabled and non-disabled children are comparable when they begin school. However, by age 11, disabled children are less likely to be classified as 'active' or 'fairly active'. This disparity becomes more pronounced by the age of 16. Consequently, individuals with disabilities are less likely to cultivate their physical literacy, leading to a more negative attitude towards physical exercise, which can hinder academic performance.</p>



Intended Outcomes

Aim	Success Criteria
<p>Improved attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention.</p>	<p>Improved attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention. Through participation in identified interventions, pupils will be more engaged in learning, make further progress and improve attainment. This will be evidenced through achievement of improved performance, as demonstrated by a range of formative and summative assessments.</p> <p>We will continue to support the development of CPD and quality interventions through sensory integration.</p>
<p>Improved outcomes in English and Communication for disadvantaged pupils through development of a communication friendly school.</p>	<p>All relevant staff to complete the training on Talk Tools to run targeted interventions in line with Speech and Language Therapists and Occupational Therapist programs.</p> <p>Embed the ABLLS assessment into curriculum structures for Phase 2 curriculum. Through bespoke CPD staff confidence will improve.</p> <p>Disadvantaged pupils show measurable improvements in communication skills, as tracked through regular assessments, using ABLLS or other relevant tools. Data from regular formative assessments or summative evaluations (e.g., reading, writing, and speaking skills) indicate improvement in English language skills for disadvantaged pupils.</p> <p>Observations of classroom interactions show reduced communication barriers, with pupils more confidently expressing themselves. Demonstrable narrowing of the attainment gap in English and communication between disadvantaged pupils and their peers.</p> <p>By meeting these success criteria, the school can ensure that the development of a communication-friendly environment, alongside targeted interventions, leads to significant improvements in both teaching practices and student outcomes</p>
<p>Improved outcomes for disadvantaged pupils by ensuring an inclusive environment and support for pupils to develop their understanding of how to become responsible, respectful and active citizens.</p>	<p>Disadvantaged pupils regularly participate in community visits and school activities that promote citizenship, with attendance and engagement monitored.</p> <p>Pupils show an increased understanding of concepts such as responsibility, respect, and active citizenship, as well as personal safety when out in the wider school and accessing the community.</p> <p>Pupils will be able to connect their learning of key skills to community visits and school based activities. This</p>



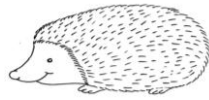
	<p>will increase parent's confidence in taking their child out into the community also.</p> <p>Pupils will have access to school clubs, including the school council.</p>
<p>Improved outcomes for disadvantaged pupils through support to develop their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle and how to build their confidence and resilience.</p>	<p>Through a focus on Outdoor Learning and PE, outcomes will be improved through supporting pupils to develop understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, alongside giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. Pupils will be supported to build their confidence and resilience.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA Support	A percentage of 3 TAs salary across Pre Phase 1 (Tutor Leads) to provide specific training and support to Pre phase 1 and Phase 1 TA's.	1, 2
Additional PE coach	Physical activity is important for improving physical health as well as improving mental health and boosting a pupil's self-confidence. Pupil's engage in a wider range of physical activities and can go on to access SEND community activities/clubs.	1, 4
Targeted training and CPD including resources	<p>Investment in Talk Tools training, Handwriting without Tears and investment in the ABLLS curriculum guide and assessment tool.</p> <p>Bespoke training through twilight sessions for all teaching staff (teachers, TA's, therapists)</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2



Training for Signalong, Intensive Interaction and alternative methods of communication	<p>Early language skills are proven to support later literacy skills. Children from disadvantaged backgrounds widens the gap further in language and literacy.</p> <p>Signalong accreditation for learners</p> <p>We are also offering parent/carer workshops in signing which allows for enhanced communication in the home.</p>	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised School Trips	<p>Children will be targeted for clubs and sessions which are felt to be beneficial to them in boosting self-esteem, raising aspirations and widening their life experiences. Subsidised trips will ensure all children benefit and real life experiences support learning and positive outcomes as well as increasing their opportunities to be visible in the wider community.</p>	1, 2, 3, 4
1-1 teacher-led interventions with targeted pupils	<p>1:1 or small group work will ensure that children's individual needs are met.</p> <p>EEF research has shown that 1-1 teaching has a significant impact on PP children's progress.</p> <p>This enables focussed sessions for specific children to overcome barriers in their learning in line with VB-MaPP and AbLLS curriculums and assessments.</p>	1, 2, 3
Sensory integration training and interventions (1:1 and small group)	<p>Occupational Therapist gaining further training and qualifications through Master Degree Study. Children will then be selected based on EHC Plan provision and individual pupil need to complete personalised and specific sensory integration programs. Teachers and TA's will gain further training to support pupils' complex sensory needs.</p> <p>https://autism.org/sensory-integration/</p>	1, 2, 3, 4



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning and Sensory Garden development	Further development of the sensory garden and increased opportunities to run targeted interventions (Gardening Therapy) https://www.myteamaba.com/resources/gardening-therapy-for-autism	
Forest School Training	Forest School is a long-term, holistic, child-centred learning approach that takes place in the natural environment and that is responsive to the needs and interests of learners. It helps children develop and learn through a focus on curiosity, self-motivation, problem-solving, creativity and a supported engagement with risk. https://cdn.shopify.com/s/files/1/0017/4951/6352/files/The_benefits_of_Forest_School.pdf?v=1720301324	1, 3, 4

Pupil Premium Evaluation 2023-2024

Intended Outcomes 2023-2024

Aim	Success Criteria
<i>A: Communication Outcomes continue to improve</i>	<i>By the end of the academic year:</i> <ul style="list-style-type: none"> • All pupils will make progress against starting point assessments used to create personalised learning plans (PLP) • All pupils will make 75% progress in PLP targets set.
<i>B: Reading, writing and maths progress continue to improve</i>	<i>By the end of the academic year:</i> <ul style="list-style-type: none"> • All teachers trained on and using the VB-MAPP assessment • All pupils will make 75% progress in PLP targets set.
<i>C: Enrichment opportunities are widened, accessible and frequent.</i>	<i>By the end of the academic year:</i> <ul style="list-style-type: none"> • Lunchtime clubs will be reintroduced from September 2023 • After school clubs will be reintroduced in October 2023



	<ul style="list-style-type: none"> All students will have access to enrichment opportunities with the same measurable targets set below.
<i>D: All pupils have increased opportunities to access learning outside of the classroom.</i>	<p>By the end of academic year:</p> <ul style="list-style-type: none"> 100% of pupil's access 1 or more community based visits in the year. 80% of pupil's access 2 or more community based visits in the year. 60% of pupil's access 4 or more community based visits in the year.
<i>E: Attendance improves with increased strategies and wider opportunities for enrichment.</i>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> 10 case studies evidencing clear improvement in attendance. 1.5% - 2% attendance above national average for Special Schools.

Evaluation

Outcome A: Communication Outcomes continue to improve

All pupils are progressing in each phase. Communication goals have been established based on each pupil's individual assessment using the VB-MAPP. Target setting is now more precise, and communication is fundamental to all teachings at Hedgewood. All TA's have participated in INSET training to support the development of communication through the bespoke training schedule including; building rapport, the speaker initiative, play training, expressive and receptive language and many more.

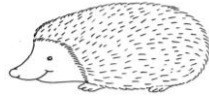
Outcome B: Reading, writing and maths progress continue to improve

All teachers have received in depth training and support on how to assess using the VB-MaPP and how to teach specific skills. Pupils continue to benefit from the White Rose Math curriculum, this teaching material is used for our pupils have completed Step 8 of the Hedgewood Curriculum and the VB-MaPP and have the base skills to access the national curriculum for Key Stage 1 upwards. The weekly curriculum meetings for teachers this year have embedded the Early Careers Framework across the school and supported teachers in developing their knowledge of engaging pupil learning, developing the quality of pedagogy and making productive use of assessment.

Outcome C: Enrichment opportunities are widened, accessible and frequent.

Lunchtime clubs were reintroduced and the uptake of pupils has been continuously high. Dance club has been our most successful club to date, we anticipate when gaming club opens that it will be in very high demand. After school's clubs did not begin in the October. They begin in the Spring term and have had a consistently high number of pupils attending. Pupils have continued with swimming which has been a big success. Our pupils attended a series of trips in the Summer term. Most children visited Thames Valley, some went to Thomley and others went to the new soft play at Botwell Leisure Centre.

Outcome D: All pupils have increased opportunities to access learning outside of the classroom.



We had 5 classes who did not go off site for community trips due to class risk assessments and medical needs (76% going on trips). We hosted internal activities for these classes. 57% of classes have been on 2 or more trips this year. 24% of classes have been on 4 or more trips this year. We will continue with our aim to increase our community visits next year.

Outcome E: Attendance improves with increased strategies and wider opportunities for enrichment.

Our whole school attendance has continued to improve over the academic year. Our current whole school attendance figure is 91.1%. Last year's whole school attendance figure was 88.9%. Comparisons for this year against other SEND schools has proven very difficult to obtain as the VYED comparison page states: *Special schools cannot currently use the tool. Special schools exist to meet complex and varying needs. It is not appropriate to compare attendance outcomes of special schools with mainstream schools.*

We have completed several case studies which showed a marked improvement for the pupils identified.

Our case studies show:

Child	End of Autumn 1	15 th May 2024	Difference
Child A	45.95	83.22	+37.27
Child B	45.95	83.89	+37.94
Child C	47.30	78.04	+30.74
Child D	48.65	72.48	+23.83
Child E	86.49	90.94	+4.45
Child F	83.78	79.87	-3.91
Child G	91.89	95.30	+3.41
Child H	81.08	89.60	+8.52
Child I	59.46	58.72	-0.74
Child J	66.22	59.73	-6.49

Children F, I & J attendance has seen a decline. This is due to the lateness of the children attending school and missing morning registration. Overall these children have been attending school but this is not reflected in their attendance figure.