

Hedgewood School Pupil Premium Strategy Statement 2023-2024

School overview

Metric	Data
School name	Hedgewood School
Pupils in school	190
Proportion of disadvantaged pupils	68 (36%)
Pupil premium allocation this academic year	£96,030
Pupil Premium funding carried forward from previous year	£0
Academic year or years covered by statement	2023-2024
Publish date	October 2023
Review date	September 2024
Statement authorised by	Bryony Smith
Pupil premium lead	Pearl Greenwald
Governor lead	Ladan Jama

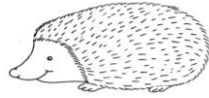
Statement of Intent

At Hedgewood, longitudinal data indicates our children's disadvantages and related barriers to learning are more directly attributable to a combination of autism related communication challenges, language disorders, acute sensory issues and medical diagnosis. Our Pupil Premium children are distributed across the school and are tracked through pupil evaluation meetings and continual daily monitoring from their class teacher.

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.

The focus of our pupil premium strategy is to support disadvantaged pupils in accessing wider opportunities and achieve more of their personalised learning steps linked to their Education and Health Care Plans (EHCP). The priorities outlined in this plan are specifically designed with the challenges faced with our cohort of children in mind.

Our curriculum at Hedgewood school has evolved to be a research-based curriculum which aims to build our children's essential knowledge, skills and dispositions. Identified as most important for learning and which become embedded as good habits and routines, for adult life. Our pupil premium strategy is strategically linked to our whole school improvement plan to ensure our priorities are communicated clearly and achieved effectively.



Challenges

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

	Challenge
1	Lack of opportunity for pupils to be visible in the local and wider community to prepare pupils for the wider world following periods of isolation.
2	Routines of staying at home during lockdown and increased illnesses have impacted on attendance (We remain 3% higher than other LA SEN schools and 1% higher than national figures)
3	Lack of effective method of communication embedded in new PP pupils.
4	Aspects of communication curriculum missing and require further development focussed around key skills (echoic, imitation, play and social communication skills)

Intended Outcomes

Aim	Success Criteria
<i>A: Communication Outcomes continue to improve</i>	<p><i>By the end of the academic year:</i></p> <ul style="list-style-type: none"> <i>All pupils will make progress against starting point assessments used to create personalised learning plans (PLP)</i> <i>All pupils will make 75% progress in PLP targets set.</i>
<i>B: Reading, writing and maths progress continue to improve</i>	<p><i>By the end of the academic year:</i></p> <ul style="list-style-type: none"> <i>All teachers trained on and using the VB-MAPP assessment</i> <i>All pupils will make 75% progress in PLP targets set.</i>
<i>C: Enrichment opportunities are widened, accessible and frequent.</i>	<p><i>By the end of the academic year:</i></p> <ul style="list-style-type: none"> <i>Lunchtime clubs will be reintroduced from September 2023</i> <i>After school clubs will be reintroduced in October 2023</i> <i>All students will have access to enrichment opportunities with the same measurable targets set below.</i>
<i>D: All pupils have increased opportunities to access learning outside of the classroom.</i>	<p><i>By the end of academic year:</i></p> <ul style="list-style-type: none"> <i>100% of pupil's access 1 or more community based visits in the year.</i>



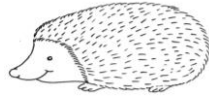
	<ul style="list-style-type: none"> • 80% of pupil's access 2 or more community based visits in the year. • 60% of pupil's access 4 or more community based visits in the year.
<i>E: Attendance improves with increased strategies and wider opportunities for enrichment.</i>	<p><i>By the end of the academic year:</i></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.

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 £15,000	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, 3, 4
Additional PE coach £8,000	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, 2
BCBA training for member of SLT to develop bespoke CPD program. £4,000	BCBA offers guidance and structure to individuals with a range of needs including Autism. The BCBA works with professions to evaluate the pupils needs and design programs for everyone involved in the therapeutic process.	2, 3, 4
Investment in respite services £7,000	Pupils 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.	1, 2

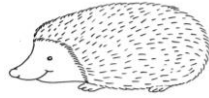


Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised School Trips £4,000	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.	1, 2, 4
1-1 teacher led interventions with targeted pupils £22,000	1:1 work will ensure that children's individual needs are met. EEF research has shown that 1-1 teaching has a significant impact on PP children's progress. This enables focussed sessions for specific children to overcome barriers in their learning.	2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional member of PBS team to support PBS plans and targeted interventions £5,000	Increased support in identifying and supporting behaviour concerns with early intervention leads to reduced behaviours of concern and increased communication and engagement.	3, 4
Lease an additional school minibus to support trips in the Summer term £	Increased opportunities for community visits, residential trips and support in facilitating Y6 phase transitions to secondary schools	1



Additional time allocated to Attendance Support Officer (ASO) £	Good attendance is directly linked to better attainment.	2
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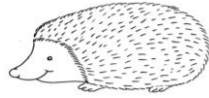
Pupil Premium Evaluation 2022-2023

2022-2023 aims and outcomes

Targeted Academic Support Priorities	Outcomes	Expenditure
Priority 1	Sign-a-long training was deferred this year due to a focus on VB-MAPP training as explained below.	£0
Priority 2	We embedded additional TA's within our staffing ratios to facilitate additional time for our Phase leads and class teachers to work 1:1 with PP pupils to focus on specific skills identified in their personalised curriculum plans (PCPs). PP pupils made improved progress in their PCP outcomes.	2x part time agency TA's £20,645
Priority 3	Our training plan changed during the course of the year to make an investment in VB-MAPP. This focusses on-improving communication skills of children with developmental disabilities. We embedded the use of VB-MAPP in a phased approach to measure the impact on PP pupils. The VB-MAPP has 16 domains, one of which is play. Each class identified one PP pupil to begin assessing using the VB-MAPP, this information was then used to plan specific next steps in that pupils learning. This resulted in improved communication, engagement and play skills in all pupils. (20 PP pupils in total). All class teachers completed weekly training sessions of 1	Cost of VB-Mapp books (£1155) Cost of training Cost of supervision meeting 1-hour x 20



	hour per week for 6 weeks. Our Assistant Headteacher (BCBA trainee) completed a supervision hour with each teacher to support assessments and next steps.	£6,000
Wider Strategies Priorities	Outcome	Expenditure
Priority 1 - PBS	Hedgewood ABC training completed for all staff. Risk assessments completed for 14 PP pupils. 7 of these pupils had specific 2:1 programmes in place to support with challenging behaviour. 2 of the 14 pupils also had additional PBS plans to reduce behaviour as a barrier to learning. This was impactful for all identified PP pupils.	Cost of time for lizzie to observe, write and implement RA and PBS plan Cost of additional 2:1 support in EFL £22,000
Priority 2	Studio III training completed for 24 members of staff. This supported our school drive for Positive Behaviour Support (PBS) and low arousal responses to behaviour. We have seen pupils risk assessments downgraded on risk for challenging behaviour as shown by specific pupil data using SLEUTH to record and track.	Cost of cover 20 TA's x 3 days (agency) £7,800
Priority 3	PSD coach embedded within the school. Pupil engagement in PE and sports clubs greatly increased. PP pupils prioritised for access to clubs both at lunchtime and afterschool. This increased pupil's overall fitness and taught key social interactions around partner and small group games. More pupils accessed PE through whole class lessons and planned 1:1 sessions.	Part of PSD contract to cover cost of 1:1 and club sessions £6,000
Priority 4	More PP pupils accessed holiday respite clubs as well as Saturday respite clubs. This provided much requested respite for families. Respite services offered a range of trips	Cost of staffing, resources, subsidised trips, rental of mini bus and food/drinks



	into the community over the Summer holidays which all pupils engaged in well with and offered the opportunity to generalise key skills beyond school.	£7,000
Priority 5	Sensory integration has been a key aspect of classroom provisions both inside the classroom and with our outdoor learning. Occupational Therapists have worked closely with class teachers to set appropriate sensory integration programmes and offer appropriate resources to support these programmes. This has resulted in a reduction in challenging behaviour from some pupils and increased access to Alternative Methods of Communication (AMC).	Resources £9,500
		Total: 78,945