

Pupil premium strategy statement – Hillside Specialist School and College: 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	35% (38/108)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Leaper, Headteacher
Pupil premium lead	Mark Howell
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,390 (LAC PP - £10,030)
Recovery premium funding allocation this academic year	£11,289 approx.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,579

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use the pupil premium finding to help us achieve the best possible outcomes for our pupils here at Hillside Specialist School and College. We aim for our pupils to achieve their individual EHCP targets so that the pupils are equipped with skills that transfer beyond the school environment and into adulthood.

Our strategy is driven by the needs and strength of the individual pupils. Assessment is ongoing and identifies specific areas for development that might be a barrier to the pupils learning.

We aim that our pupils are:

- Functional communicators who are able to transfer their communications skills into the community and be actively involved learning.
- Self-regulators who are able to identify their sensory regulation needs so they are able to access learning and the wider community.
- Achieving the highest level of academic progress that will enable them to reach their individual end goals.
- Mentally healthy through learning self-help tips and strategies into adulthood.

We intend to use and apply the most effective pedagogy, strategies, and evidence-based interventions whilst working in partnership with the pupil's families in implementation. We will work collaboratively with external agencies to provide additional support in an area of need identified.

Our intent is to ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication difficulties</p> <p>Through a variety of assessment, it is evident that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers.</p>
2	<p>Sensory Integration difficulties</p> <p>Through assessing our pupils, we recognise that disadvantaged pupils are more likely to need support in managing their sensory integration difficulties.</p>
3	<p>Emotional Regulation</p> <p>A variety of assessment has shown us that disadvantaged pupils face more challenges in understanding and recognising their own emotions which can impact their mental health.</p>
4	<p>Independent Living</p> <p>A variety of assessment has shown us that disadvantaged pupils need extra support to develop independence skills that can be transferred into the community. For example, a number of our pupils would need support crossing roads safely and using public transport and would require Travel Training.</p>
5	<p>Social Interaction</p> <p>Different assessments have shown is that disadvantaged pupils are more likely to find social situations more challenging and need support to break down this barrier.</p>

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
Pupils to develop their functional communication skills.	<p>Pupils are able to communicate their needs and wants successfully and can contribute in lessons.</p> <p>PLP's, EFL, PCA, ASDAN/Accreditation, EHCP</p>
Pupils to be aware of their SI difficulties and start to regulate with support.	<p>Pupils have access to the tools to be able to self-regulate. Strategies are put in place to support pupils with self-regulation.</p> <p>PLP's, EFL, PCA, ASDAN/Accreditation, EHCP</p>
Pupils to develop independence skills to be able to access the local community.	<p>Pupils feel more confident accessing public transport and are more aware of safety when crossing roads.</p> <p>PLP's, EFL, PCA, ASDAN/Accreditation, EHCP</p>

Pupils to build up positive relationships with their peers and more confidently interact with their peers.	Pupils have positive interactions with peers and are building up the skills to have positive, healthy relationships. PLP's, EFL, PCA, ASDAN/Accreditation, EHCP

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]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

Targeted academic support

Budgeted cost: £57,679 (HLTA Salary Contributions – 5 staff members)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Intervention	<ul style="list-style-type: none"> Intensive Interaction and similar communications sessions delivered and lead by HLTA team members Pupils benefit from specific communication approaches tailored to their needs and style. HLTA team oversee the development of staff team skills and confident to embed further 	1 Communication Difficulties 5 Social Interaction

	into pupils' daily routines and interactions.	
1:1 support	<ul style="list-style-type: none"> • Pupils accessing a range of strategies that support them to regulate and attend both 1:1 and group sessions successfully. • Repetition of the support provided allows for pupils to adjust to new input and translate into a more concrete routine increasing its effectiveness over time. • Class teams benefit from information sharing of successful strategies helping them to implement across multiple settings – school, home, in the community etc. 	2 Sensory Integration
1:1 support with pupils to provide opportunities to support development of positive emotional regulation strategies as well as providing a key worker figure where appropriate.	<ul style="list-style-type: none"> • 1:1 support both scheduled and as when needed for pupils finding it challenging to regulate their emotions and understand their feelings and how to respond. • Short sessions both in and out of class to support needs as they arrive to help support pupils manage their emotions and avoid going into crisis where possible. 	3 Emotional Regulation
1:1 and small group travel training, accessing the community, shopping.	<ul style="list-style-type: none"> • Supporting small groups of students to access the community, including weekly shopping trips and access to one off or more infrequent visits including school festivals and similar. • Supporting students class teams to access travel training, including learning how to use a bus and access school vehicles to begin desensitisation to accessing both vehicles and the community. 	4 Independent Living

Wider strategies

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Trips and Visits	Pupils accessing educational visits, whether on a weekly or one-off basis, can help close the gap in a variety of ways. Ensuring the trips/visits are relevant and target driven can help our students develop confidence in the community and overcome hugely stressful and dysregulating environments, develop their independence skills in communicating, interacting with the public and becoming more aware of what they like and do not like helping them to pursue interests, volunteering or employment that interests them.	1, 4, 5.
Travel Training	Pupil premium funding has previously allowed a number of our pupils to access Travel Training out in the community. Travel Training aims to increase pupil's confidence and independence in using Public Transport safely. Our pupils learnt how to cross roads and make short journeys in foot safety as well as how to catch a bus to a certain destination. The pupils all enjoyed participating and look forward to picking it up again in the future.	4
Resources	Our students require highly specific and practical resources that are highly motivating, which can help them attend learning sessions comfortably, or that are specifically designed to help them feel more comfortable and safer in their environment. These resources are often vital to allow students to engage in learning and make excellent progress and will have targets, reasoning and logic applied to their selection.	1, 2, 3, 4, 5.

Total budgeted cost: £63,579

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.