

Pupil premium and Recovery Grant strategy statement

This statement details our school's use of pupil premium 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	Hebden Green Community School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	January 2025
Statement authorised by	
Pupil premium lead	Stacey Sawicki
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£61,080
Recovery premium funding allocation financial year April 2024-April 2025	0
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	£61,080

Part A: Pupil premium strategy plan

Statement of intent

Hebden Green School is committed to the needs of our vulnerable pupils. All pupils at Hebden Green have a level of vulnerability due to their complex SEND. However, for those in receipt of pupil premium funding this vulnerability increases.

We are committed to ensuring that these pupils have every opportunity to succeed whilst at school and be prepared for life as an adult.

To do this we have reviewed and explored the different ways that this can most effectively be achieved. In line with recommendations from the EEF we ensure that our Pupil Premium Strategy (which utilises the Pupil Premium Funding and Recovery Grant) is effectively aligned with our Whole School Development Plan.

Then Whole School Development Plan has been developed through the rigorous review of both quantitative and qualitative information from all our stakeholders, including families, pupils and staff to ensure that it truly further improves the outcomes for the pupils at our setting.

Our School Development Plan and therefore the majority of our Pupil Premium/Recovery Strategy focus on the three areas:

Mind - pupils to achieve through a high quality specialist curriculum and tracking system

-Body – to reduce pupils barriers to learning through pathway appropriate equipment, resources, programmes and environments

-Soul- empowered staff, pupils and families who have the skills and knowledge of how to safeguard and look after themselves and others (to be safe)

However, our Pupil Premium Strategy/Recovery also acknowledges further areas of need and how these are being targeted.

The Recovery Premium funding supports our work with our most vulnerable families and others across the school to enable pupils to meet their own targets and aspirations as stated within their individual EHCP.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that the curriculum adapts to changing needs of cohorts throughout school to enable pupils to achieve and be prepared for adulthood
2	Ensuring that the environment, resources and equipment reduce barriers for pupils across the setting
3	Ensuring that stakeholders are enabled and empowered to access specialist services
4	Ensuring that families have a parity of offer that allows for pupils to achieve and succeed beyond the home

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
Pupil in receipt of pupil premium will make accelerated progress from their starting points by accessing a curriculum that is individualised, robust and embedded in best practice	Teaching and learning pedagogy, resourcing, assessment and monitoring will become further specialised linked to Pathways e.g. use of specific assessment tools, resources
Pupils in receipt of pupil premium funding will have access to, and be able to use (facilitated to use), specific equipment and resources to access learning	The Lead for 'Body' will review and further develop the use of environment, equipment and resources via PBS
Pupils in receipt of pupil premium funding will have access to services specific to individual need	Pupils will have further access to specialists and services to enable barriers to learning to be reduced
Families in of pupils in receipt of Pupil Premium funding will be enabled to access relevant and appropriate services and resources to meet wider needs.	Families will have access to further services e.g. CAMHS, LDCAMHS, health, social care specific to need – this will be further enhanced through external led sessions on site.

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

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pathway specific training linked to PBS and capable environments</i>	PBS (BILD) focused closely on how we can create capable environments to support the reduction in behaviour and therefore improve the wellbeing for young people. Where identified specific resources and equipment will further enhance the provision already in place.	1,2
<i>Pathway 2 teaching and learning linked to Sensory processing and self regulation</i>	The Sensory processing hub discusses the importance of sensory processing within the classroom. https://sensoryprocessinghub.humber.nhs.uk/sensory-processing-in-learning/	1,2
<i>Creation of pathway standards linked to PBS to enable the standardisation of excellent teaching within a pathway</i>	Research from the EEF and other sources identify the importance of consistency (EEF focus is behaviour). However, based on observations within school, this is essential for all pupils as they transition across the school. Therefore there is a focus on ensuring consistency of offer and expectation with each pathway.	1, 2

Targeted academic support

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a digital resource base for those pupils with communication needs	Within school it has been noted the importance of consistency and how vital transition is. To support the parity of expectation and to reduce barriers to learning, having specific information is essential	2
<i>Sensory processing spaces to support self-regulation</i>	https://inclusiveteach.com/2023/09/05/the-power-of-multi-sensory-rooms-in	1,2,3

	Evidence shows the importance of a well-designed and purposeful multisensory space in self-regulation. The variety of needs across the setting mean that spaces have to be specialist and purposeful	
<i>ELSA support for specific interventions – wider curriculum understanding</i>	Focused work by the ELSA in school on the NSPCC programme 'Speak Out, Stay safe' is in place to further enhance the online safety curriculum and to enable a greater understanding of what pupils can do to get help	1,2,3
<i>Specialist teacher support to work with teachers to embed strategies and ensure barriers to learning are reduced (individualised timetable)</i>	Ongoing work across school has shown the need for specialist input to enable focused intervention and strategies. This role is focused on empowering staff to embed strategies to reduce barriers to learning and increase curriculum engagement	1,2,3

Wider strategies

Budgeted cost: costs built into above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support for small group working and individual to explore wider need and support re wellbeing</i>	Substantial research shows the positive impact of ELSA in promoting wellbeing. This is clearly visible within the setting where the school ELSA is also trained to work with complex learners with SEND The Impact of ELSA Interventions on Children and Young People	1,2,3
<i>Wider mental health support – LDCAMHS, MHST and young minds</i>	All evidence shows the importance of supporting mental health and wellbeing in pupils. Working with wider agencies allows pupils, staff and families to access specialists Promoting mental health and wellbeing NSPCC Learning	3,4,
<i>Wider health support – ADHD clinic etc</i>	Previous work in this area has shown positive feedback from parents and increased attendance when clinics are onsite	3,4
<i>Focused coffee mornings to empower parents to access services</i>	Previous feedback from families has shown the positive impact of coffee mornings as a method to share information and meet wider professionals	4

Total budgeted cost: £ 65,000

Part B: Review of outcomes– ongoing updates

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 and 2025

Intended outcome	Success criteria	Impact Review Autumn 2024	Impact Review Spring 2025	Impact Review Summer 2025
Pupil in receipt of pupil premium will make accelerated progress from their starting points by accessing a curriculum that is individualised, robust and embedded in best practice	Teaching and learning pedagogy, resourcing, assessment and monitoring will become further specialised linked to Pathways e.g. use of specific assessment tools, resources			
Pupils in receipt of pupil premium funding will have access to, and be able to use (facilitated to use), specific equipment and resources to access learning	The Lead for 'Body' will review and further develop the use of environment, equipment and resources via PBS			
Pupils in receipt of pupil premium funding will have access to services specific to individual need	Pupils will have further access to specialists and services to enable barriers to learning to be reduced			

Families in of pupils in receipt of Pupil Premium funding will be enabled to access relevant and appropriate services and resources to meet wider needs.	Families will have access to further services e.g. CAMHS, LDCAMHS, health, social care specific to need – this will be further enhanced through external led sessions on site.			
--	--	--	--	--