

Pupil Premium and Recovery Grant Strategy Statement Draft

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	148
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	January 2026
Statement authorised by	
Pupil premium lead	Stacey Sawicki/Danielle Lamb
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£87,826.67
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	£87,826.67

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 SDQ)

Then SDQ 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 SDQ and therefore the majority of our Pupil Premium/Recovery Strategy focuses on 'The Year of Communication':

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 the changing needs of pupils and continues to develop the pedagogy to meet these needs.
2	Ensuring that training and staff practice supports regulation and communication linked to emotional wellbeing
3	Ensuring that communication is central within school and that relevant technology and resources are in place to enable this

4	Ensuring that families are able to further embed strategies and skills through within school support and access to wider services
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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 an expeditionary curriculum that is robustly assessed against individualised criteria	Teaching and learning pedagogy, resourcing, assessment and monitoring will become further specialised linked to expeditionary learning and assessment that is individualised
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 communication	Multiagency collaboration with SALT will enable pupils to access teaching, resourcing and equipment to meet their communication needs
Pupils in receipt of pupil premium funding will have access to staff who have expert training to support communication during dysregulation	Pupils will work with staff where PBS and rational engagement is embedded within practice which will reduce dysregulation and dignify pupils
Families in of pupils in receipt of Pupil Premium funding will be enabled to embed strategies from school and access wider services	Families will have robust communication regarding strategies and approaches to support their child. They will have access to a range of information, resources and multiagency professionals to develop this

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>The training and roll out of Expeditionary learning</i> (Costs: expeditionary learning training, resources)	Evidence has shown the positive impact of Expeditionary learning https://www.cln.org/what-is-expeditionary-learning/ This reflects the school's own experience with best practice when teaching pupils with complex needs	1
<i>Develop adaptive teaching methods within the classroom</i> (communication) (Costs: staff training, class technology and resources for communication)	There is clear and documented evidence of the positive impact of AAC for young people. Staff training is essential to this. https://praacticalaac.org/praactical/research-reviews-supporting-the-use-of-aac/	1, 2, 3
<i>Embed PBS and rational engagement across the classes to support regulation and engagement</i> (Costs: train the trainer training, whole school training, class based adaptations for PBS e.g. outdoor environments)	The key messages about Positive Behaviour Support 0.pdf PBS is widely used and understand across health and care settings and has had an impact on the regulation and wellbeing of pupils across the school. Rational Engagement builds of this.	2

Targeted academic support

Budgeted cost: 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop systems to track and evaluate pupil progress to allow for a	Robust analysis within the school has enabled focused work within different areas of the curriculum and within different cohorts across school	1

further individualised focus (Costs: further investment in system trackable)		
<i>Focused work with individual pupils to further refine communication and access to AAC and AC working alongside multiagency professionals</i> (Costs: investment in 3D Printing linked to symbol use, individualised technology)	There is clear and documented evidence of the positive impact of AAC for young people. Staff training is essential to this. https://praacticalaac.org/praactical/research-reviews-supporting-the-use-of-aac/	2
<i>Focused support within PBS to support individual regulation to enable engagement in learning</i> (Costs: individual resources including environmental development)	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.	3

Wider strategies

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Evolution of the Inclusion team to enable robust joint working to support parents and families</i>	Across school working has shown that issues and needs across school can be resolved more quickly and effectively. This approach enables joint working and focus	1,2,3,4
<i>EFL – use of system that can improve and refine the communication of learning between home and school</i> (Costs: EFL)	Home - Evidence for Learning The use of EFL for Pathway 1 has been embedded and shown positive impact in terms of family's understanding what learning looks like and what pupils are achieving within school. This is to be rolled out to Pathway 2	1,2,3
<i>Wellbeing Mentor to work with DSL to ensure an offer in place for families including a range of multiagency professionals and courses</i>	This can be found in serious case reviews and in the link below Multi-agency-working-and-outcomes-for-children-looked-after-Evidence-review.pdf	4

<i>(costs associated with liaison and hosting professionals)</i>		
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Total budgeted cost: £90,000

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 2025 and 2026

Intended outcome	Success criteria	End of Year
Pupil in receipt of pupil premium will make accelerated progress from their starting points by accessing an expeditionary curriculum that is robustly assessed against individualised criteria	Teaching and learning pedagogy, resourcing, assessment and monitoring will become further specialised linked to expeditionary learning and assessment that is individualised	
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 communication	Multiagency collaboration with SALT will enable pupils to access teaching, resourcing and equipment to meet their communication needs	
Pupils in receipt of pupil premium funding will have access to staff who have expert training to support	Pupils will work with staff where PBS and rational engagement is embedded within practice which will	

communication during dysregulation	reduce dysregulation and dignify pupils	
Families in of pupils in receipt of Pupil Premium funding will be enabled to embed strategies from school and access wider services	Families will have robust communication regarding strategies and approaches to support their child. They will have access to a range of information, resources and multiagency professionals to develop this	