

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heritage Park School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	72.92% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mark Fairbrother
Pupil premium lead	Principal/SENCO
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,970
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,115
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	£106,085

Part A: Pupil premium strategy plan

Statement of intent

- *Develop the school's provision to support the engagement of students.*
- *Increase the social and emotional wellbeing of students across the school.*
- *Improve attendance of individuals and groups of students across the school including the support of new starters.*
- *Increase student confidence, independence and resilience through a range of opportunities that support social and emotional learning*
- *To develop and improve the curriculum, resources and support to staff.*

Challenges

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

Challenge number	Detail of challenge
1	Improve engagement, confidence and attendance of PP pupils.
2	Improve communication and collaboration of pupils.
3	Address individual barriers to social interaction, learning and attendance (EP).
4	Improve sensory support of pupils in school (OT).
5	Develop relationships and resilience.
6	Develop social interaction and confidence.
7	Develop and resource the new curriculum.

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
Improved attendance of PP pupils.	Attendance figures show progress towards the school's 80% target. Pupil Voice indicates that pupils feel happy and safe enough to attend school regularly.
Pupils work collaboratively in teams and with staff by communicating appropriately.	Social communication and emotional regulation skills are developed through Forest School, and other off-site opportunities, where pupils can access a calm and purposeful environment that

	enables them the opportunity to access low-pressure opportunities to develop these skills. These skills will be transferred back into the classroom and other learning environments and evidenced by a decreased number of negative behaviour logs.
Barriers to social interaction and learning are addressed.	Pupils able to form constructive and healthy relationships. Learning walks and pupil voice indicates that relationships are positive and healthy.
Improve student confidence to increase opportunities for greater learning.	Pupils demonstrate greater resilience towards their learning as shown through meeting their pathway targets based on individual needs.
Improvement in relationships and resilience through interventions and additional activities.	Increase in developmental progress on Boxall assessments. Reduced level of RPI. Decrease in negative behaviour logs.

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: £ 18,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and install IT refurb for Sheaf phase IT curriculum development.	Up to date and presentable technology will engage pupils more readily and will ensure appropriate delivery of IT curriculum.	7
Purchase iPads for whole school curriculum use.	Improves accessibility to pupils for a wide variety of curriculum needs such as literacy, phonics development, photography and PE evaluation	7

Purchase cameras for development of Art curriculum.	Wider, more varied and more engaging Art curriculum will target and identify skills and talents in pupils.	7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new school minibus	Access to the wider community, local business and colleges and local areas of natural beauty will develop the Careers curriculum, Outdoor Education initiatives including Forest Schools development and have greater access for trips and visits for Life Skills.	7,1,5,6

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

Budgeted cost: £25,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist provision through Applied Psychologies and Sheffield Educational Psychology provision purchase.	Children need support with re-integration back into school due to disturbed education and inconsistent relationships with staff during Covid. They will provide feedback to staff in strategies that may support students in the wider school setting. Additional support for the pastoral team.	1,2,3,5,6

	Further support and training for staff to deliver provision as outlined in Section F of EHCPs.	
Occupational Therapist / Butterflies provision for further support and advice to develop pupil's sensory needs.	Targeted support for pupils who require a more in-depth assessment of their sensory needs. The OT will be able to provide more comprehensive reports that can then be used to support pupils with their underlying sensory needs. They will provide feedback to staff in strategies that may support students in the wider school setting.	1,4
Unravel continued support for pupils at risk of exclusion and to improve anxiety and stress. Improve academic attainment for targeted pupils. For children with severe personal difficulties to improve their wellbeing, engagement and participation in school	Children need more in-depth social and emotional support, delivered in a 1:1 basis for the greatest impact. This provides the ongoing contact and continued support that students require to support their mental health needs, even at points when they have not been able to access school.	1,2,3,5,6
School Counselling service to identify social, emotional and mental health needs and address them through specific techniques and strategies.	Due to the complex, traumatic challenges that our pupils face, their need for someone skilled in mental health counselling is ever present. This provided the ongoing contact and continued support that students have required to support them in managing their complex emotional needs, even at points when they have not been able to access school.	1,2,3,5,6
Provide DJing as an alternative activity to regular lessons	Improvement of mental well-being, engagement and encouragement of increased attendance. To provide support in increasing attendance at school and accelerating the return to school of pupils. To improve emotional regulation.	6,1,2,5,6

Total budgeted cost: £85,970