HUMBERSTON PARK SCHOOL

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Pupil premium strategy statement

2022-2025

This statement details our School's use of pupil premium (and COVID-19 Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over the next three years, 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	140
Proportion (%) of pupil premium eligible pupils	39% 55 pupils
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022 [Revised January 2023] [Updated December 2023]
Date on which it will be reviewed	August 2025
Statement authorised by	Richard Gargon Headteacher
Pupil Premium Lead	**Jackie Saha** Assistant Headteacher
Trustee Lead	*Dan Ingram*

Funding overview

Detail	Amount
2022-2023	
Pupil premium funding allocation this academic year	£68 975
Recovery premium funding allocation this academic year	£43 858
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year 2022/23	**£112 833**
2023-2024	
Pupil premium funding allocation this academic year	£78 675
Recovery premium funding allocation this academic year	£33 483
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year 2023/24	**£112 158**

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our most disadvantaged pupils.

At the heart of our approach is high-quality, personalised transdisciplinary learning opportunities focussed on areas where disadvantaged pupils require it most relative to their individual needs, targeted support based on robust diagnostic assessment of cognitive, therapeutic and health/care needs, and helping pupils to access a broad and balanced curriculum for learning that is meaningful and relevant.

Although our strategy is focused on the needs of our most disadvantaged pupils, it will benefit all pupils at Humberston Park School, where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their less-disadvantaged peers.

Fundamentally, we use our pupil premium funding to tackle our pupils' barriers to learning. All **our pupils have various difficulties to their own learning experience** but as a School, we have categorised them into two main areas.

1. **Practical and Personal barriers**

This can include transport, lack of comprehension of time, individual difficulties and disabilities, finance and a lack of access to information. It may also include pupils' inabilities to access community facilities due to a disability.

2. **Emotional Barriers**

A lack of self-esteem, self-efficacy and/or confidence due to low skills levels.

We will also provide disadvantaged pupils with support to develop independent life and 0]s0ocial skills and continue to ensure that high-quality work/vocational experience [where appropriate], careers guidance [relative and meaningful to needs] and occasionally further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experiences they require to be best prepared for transition towards and into adulthood.

Challenges

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

Challenge	Detail of challenge
1	Complex educational, medical/health, therapeutic and behavioural needs of students that impact on attainment and progress.
2	Complex physical, postural and sensory disabilities and difficulties which can impact on accessibility to learning, and their ability to engage and interact with the environment, peers, family and community.
3	Social, emotional, mental health and behavioural barriers to progress
4	Communication difficulties i.e. pupils who have severe / profound difficulties with comprehension and/or expression and pupils with social pragmatic communication difficulties.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan [2025]**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Transdisciplinary working throughout the School ensures that the quality of disadvantaged pupils' experiences is improved through inclusive inquiry.	Pupils experience comprehensive support across education, health and care through their curriculum access and partnership working, to meet all their needs.
2. Underpinned by social justice and increased understanding of SEND antegogy, autogogy, pedagogy and andragogy, our internal and external learning environments better support teaching and learning opportunities for disadvantaged pupils to inclusively access all areas of the School and curriculum.	The teaching-learning process in the curricula across phases should be seen 'as a continuous transdisciplinary development that grows and changes throughout a pupil's time at HPS, with specific focus on personalisation, flexibility, age-appropriateness and accommodation of needs.
3. Improved range of communication aids, tools and approaches which support the ever-increasing complexities of our pupils' needs.	Pupils have access to a total communication provision which provides for their changing needs at any one time.
4. Pupils can use a range of communication systems to aid their understanding and to develop	Pupils' communication achievements support progress aligned with all their learning outcomes.

receptive and expressive communication skills.	
5. Pupils can use a range of postural equipment to aid their movement and development of motor skills and postural control.	Pupils' physical development and support is aligned with their learning outcomes.
6. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Pupils experience greater social justice in their communities.
7. Disadvantaged pupils feel better prepared for life / career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring that is meaningful and relevant to their personal circumstances.

Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£15 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on understanding how SEND antegogy, autogogy, pedagogy and andragogy can further improve transdisciplinary teaching and learning experiences.	Education for any individual can be formal, non-formal and informal and it involves learning and teaching processes during which the individual acquires content knowledge and skills that are woven into his/her tapestry of experience throughout their lifespan development from birth to old age: the teaching-learning process should be seen 'as a continuous development that grows and changes throughout an individual's lifetime'. Integrated teaching-learning framework for special education Andragogy refers to the methods and approaches used in adult education and is directed towards self-actualization, gaining experience, and problem-solving.	1, 2, 3 & 4

	Pedagogy is an education method in which the learner depends on the teacher for guidance, evaluation, and knowledge acquisition. Andragogy vs. Pedagogy: Key Differences in Learning	
CPD for staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory	1, 3 & 4
Develop our Total Communications Solutions Team across the 3-19 age range to further improve their reach and impact	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists.	1, 3 & 4

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

Budgeted cost: **£48 916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ICT Lead to identify additional resources such as hardware, software and IT Technician hours to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4

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

Budgeted cost: **£59403**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for disadvantaged learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. Sensory equipment has been shown to benefit learning with SEN and sensory processing needs in their learning and day to day lives. https://tlcpediatrictherapy.com/posts/therapy/how-sensory-toys-help-children-with-special-needs/ Our own experience as a school and in working alongside therapy teams has shown that sensory items can benefit many of our pupils to self-regulate and be in a calm from of mind, enabling them to be more effective learners.	1, 2 & 3
ICT resources to support home learning for those who need access.	Research has shown that children with SEN benefit from the use of technology to aide their learning and can be an engaging tool to help students remain focussed on their activities. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3 & 4
Programme working with parents and carers to develop more effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities | NSPCC	1, 2, 3 & 4
Public transport training for Year 9 - 11 pupils. Involves CPD and release	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	2, 3 & 4

time for staff members.		
Museum, theatre and community trips for enrichment and engagement	It has been evidenced that school trips can play a beneficial role in the learning and development of all students in school. It has been shown that, 'educational trips provide pupils with real life experiences and help them develop the necessary skills to enable them to lead an independent or semi-independent life in adulthood.' https://senmagazine.co.uk/content/education/school-trips/7850/school-trips-for-all/ Many of our students benefit from real-life, situational learning opportunities in developing their understanding of the world around them and their place within it.	1, 2, 3 & 4

Total budgeted cost 2023-2024: £112 158

Part B: Review of the previous academic year 2022/23

Outcomes for disadvantaged pupils

We reviewed the performance of those more disadvantaged pupils who were impacted by our activities across sections A-C above. Using our own data and information provided by our bespoke, transdisciplinary assessments, we were able to demonstrate the following:

- Newly designed Learner Journeys for each pupil enhance the personalised learning opportunities for each pupil, enabling them to develop more meaningful and relevant skills associated to their needs and cognitive levels.
- Transdisciplinary training for staff is continuing to enhance a range of professional practice. This CPD has helped to further develop improvements linked to curriculum design and review, environment solutions, total communication solutions and physical development for movement and life. Both disadvantaged pupils and their peers have benefitted from this training: pupils experience greater inclusion and equity – physical environments are more flexible and suitable, and better adapted to their individual needs, creating easier access to learning that is more enjoyable – the range of communication solutions continue to increase – physical and sensory learning interventions continue to be refined relative to new research findings.
- Total Communication solutions has developed greater consistency of understanding across the School, in terms of pragmatics, phonology, reading and literacy in general. All pupils have improved access to: appropriate reading/writing materials – phonics programmes as required – improved personalised support for behaviour management and effective learning strategies.
- Improvements in IT, alternative and augmentative communication devices, Eyegaze technology, and learning technology in general. Staff are trained to deliver more up-to-date support and intervention strategies across the School. All pupils benefit from these improvements: accessibility to learning through technology continues to increase – flexibility of access has increased – the number of pupils who need greater refinement of technology in order to increase their range of learning opportunities has increased.
- Improvement in the range of sensory equipment and associated interventions has enabled more pupils, including those more disadvantaged pupils, to make better progress in aspects of communication, behaviour regulation, greater independence associated with movement relative to posture, balance and coordination.
- Improved strategic planning for community access and inclusion. More pupils are able to engage in community-related activities, improving their confidence, levels of independence and social responsibilities.
- Increased parental/carer engagement and understanding of mental health and wellbeing of young people. Greater communication of mental health and wellbeing literature to parents/carers on how to recognise issues, support their child and work with the School, is helping to create a more positive and enjoyable experience throughout HPS.

Based on all the information above, **the performance of our more disadvantaged pupils at least met but often exceeded expectations**, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Mental Health Support Teams	NELC Compass Go
Transforming Care Programme	NELC / NHS
Specialist Advisory Service	NELC Education Team for Hearing and Vision [ETHV]
Social Emotional and Mental Health Service / Positive Behaviour Support	NHS Adult Neurodiversity Services / Care Plus Group
Augmentative Communication Aids & Environmental Controls	NHS Barnsley Assistive Technology Team / Barnsley Hospital
Holistic provision to support posture, movement and neurodevelopment	Community NHS and Care Plus Therapy Services
Clinical action-based research [physiotherapy] in developing and improving provision in complex postures and movement	Affiliation with University of Huddersfield & York St John University

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local FE/Adult Services settings, to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with college environments and gain some experience of life and study beyond HPS.
- Arranging work-based learning that enables pupils to have first-hand experience of work-related activities.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. The COVID-19 pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/carers as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of professional practice, teaching and learning, and leadership.

We are also putting a sharper focus on supporting staff to develop their professional transdisciplinary practice and train in meaningful and relevant specialist areas across education, health and care, allowing them to develop expertise and share them with other staff.

We are currently using the EEF's Implementation Guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality assure improvement and development work, to secure better outcomes for pupils over time.