

36 Pupil premium strategy statement (Special schools)

1. Summary information					
School	Harbour School Dorset			Type of SEN (eg. PMLD/SLD/MLD)	ASC
Academic Year	2020/21	Total PP budget	£17,065	Date of most recent PP Review	Sept 2020
Total number of pupils	28	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Dec 2021

2. Current attainment		
Note: this data is subject to change on 17 12 21, following HSD Autumn data review.	Pupils eligible for PP	Pupils not eligible for PP
% of pupils making at least expected progress in Literacy	70%	78%
% of pupils making at least expected progress in Numeracy	72%	82%
% of pupils making at least expected progress in all other subjects	70%	75%
% of pupils making at least expected progress in Core Skills (personal development)	75%	86%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	ASC - Communication, Speech and Language Needs
B.	SEMH anxiety – attachment, low self-esteem and confidence
C.	SEMH behavioural needs leading to serious incidents

External barriers

D.	Social isolation, complex family structure, risk taking behaviour
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4. Desired outcomes (desired outcomes and how they will be measured)	Success criteria
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A.	Improved communication skills. Termly reports from Speech & Language Therapist	SALT reports demonstrate progress
B.	A reduction in anxiety and improved confidence – Personal Learning Goals reported on 'Show Progress'	PLG achieved and reports from staff regarding pupil anxiety levels
C.	Improved behaviour in school and at home. Monitoring of serious behaviour incidents on SIMS and feedback from parents.	Reduced behaviour incidents for the identified children.
D.	Improved Social Skills. Personal Learning Goals reported on 'Show Progress'	PLG achieved and reports from staff regarding social skill development

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To offer all pupils an exciting, well balanced curriculum that meets their needs and helps them to overcome barriers thus giving them equal opportunities. Pupils need to be safe, feel safe and so have the confidence to challenge themselves so that they can reach their full potential. We want all pupils to learn together in the pursuit of happiness so that they can independently make a positive contribution to their communities.	As a new school, we are constantly developing and growing our curriculum. We will be improving our two way pathway offer where pupils can select between academic and vocational offers in accordance to their aspirations. Both pathways are supported by Enrichment through Aweigh School.	<p>This is the fundamental universal offer for ALL pupils at HSD and creates a secure platform for developing individualised learning through Quality First Teaching.</p> <p>HSD does not have any sport facilities (indoor or outdoor)</p>	<p>Development of identified curriculum areas: KS2 and KS3 curriculum through Literacy/Numeracy and Topic Work.</p> <p>Embedding GCSE, CoPE and Key Skill academic work for KS4 pupils along with Vocational Club offers.</p> <p>Consolidation of Aweigh School as part of our timetable.</p>	<p>Daniel Butt</p> <p>Helen Bradley</p> <p>Middle Leaders</p>	<p>Data-drop each term</p> <p>COSTS: Aweigh School: £40950 Mini-bus use: £665 Staffing: all staff x 4 hrs £2433 Training Budget 20% of whole budget = £800</p>
				Total budgeted cost	£44848

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mental health and wellbeing of pupils and their families to be given additional priority following Covid-19.	<p>Alongside our universal offer of tutoring, Learning Mentor Mentoring, Target setting and integrated PSHE HSD gives targeted interventions of:</p> <p>Therapeutic Interventions:</p> <p>ELSA (currently before Christmas this will mainly be rapport building with students ready to begin 'official' ELSA post-Christmas)</p> <p>Talk about friendship group (small group work)</p> <p>Sliding in programme (to support reluctant speakers/selective mutism)</p>	As well as developing the current good practice across the school, we wish to build on support for mental health and wellbeing of pupils following Covid-19.	Mental Health lead will coordinate support from Dorset Council Mental Health Support Teams	Dan Butt Jill Hooper Bethany Jones (ELSA).	<p>6 weekly Family Friday</p> <p>Costs:</p> <p>36 hours of staff time for mentoring £425</p> <p>Cost of HLTA + Training £23050</p>

Improve reading age, accessibility to the curriculum and supporting key area of catch-up due to Covid-19	Reading Interventions: Covid-Catch-up 1:1 guided reading with a dedicated staff member using Accelerated Reading: Early/Star Readers Reading Catch-up	Reading and Comprehension enable access to curriculum materials and support independent learning. This is equally true for the joy of reading and supporting life skills in the community.	Use of the Nationally Recognised Accelerated reading which encourages age appropriate, interest based and RA access to books alongside with assessment and analysis. Purchasing of electronic libraries for KS2/3 & 4. Appointing 1:1 tutor for Catch-up programme In-class support of Trust Wide initiative.	Helen Bradley Kate Baxter	6 weekly Family Friday COSTS: Accelerated Reading + Myon Package: £3159 20 hours of LM per week: £9625
Enable learning outside of the classroom whilst supporting regulation strategies.	Forest School Within site gates and outside gates on school site.	As a school, we value all that Forest School brings to our curriculum and have invested in a qualified Forest School Instructor and its own LM.	Fully staffed with qualified and experienced Forest School Instructor and dedicated Learning Mentor. Activities fully risked assessed and identified to support Life Skills and AQA unit Awards.	Dan Butt Jill Hooper	6 weekly Family Friday COSTS: Appointed Instructor: £25085 Dedicated LM: £25377 Budget Costs: £1000
Develop confidence and reduction in anxiety levels	Equine Therapy	Equine Therapy, such as the Horse Course, is recognised as a means of engaging pupils with high levels of anxiety.	Engaged with New Start Up service so could be involved with ensuring what HSD needed was on offer. Due diligence of course and RA undertaken. HSD staff support pupils on course Reviewed 6 weekly	Helen Bradley	6 weekly Family Friday COSTS: Cost of Equine Therapy: £1950 Cost of sending 2 LM – 2 hours each a week, £1002
Pupils to explore and experience vocational options of interest to themselves. Individualised learning.	Vocational Day/Clubs Whilst in temporary accommodation, with minimum facilities this is done in clubs. Meets individual needs of all	ASC pupils in enjoy following areas of special interest where this is possible. Many pupils learn by vocation and kinaesthetic learning.	Staff teach to their own strengths and vocational option. Pupils can change every half-term if they choose to.	Daniel Butt	6 weekly Family Friday COSTS: Vocational Budget from Curriculum: £1000

	vulnerable pupils as able to follow interests thus making curriculum relevant.	Pupils have a learning respite from the rigours of the academic curriculum. HSD are developing a vocational pathway option.	AQA units have been introduced. Reviewed each half-term for viability.		X 6 clubs at 2 member of staff per club (1 teacher + 1 LM) for 2 hours a week. £24378
Pupils given an opportunity to develop a life skill. A skill that forms part of the curriculum offer and can be costly outside of school.	Swimming	Swimming is a life skill. It is fun and so good for well-being. Is costly and often difficult for some families to access outside of school.	Pupil and parent feedback will be sought.	Melissa Thomas	6 weekly Family Friday COSTS: Swimming Bill: £600 Mini-bus: £332 2 staff for 3 hours: £1503
Meaningful and positive engagement with families that enable participation in target setting, implementation and reviews.	Family Fridays – parents are invited into school half-termly. They meet with SLT/Teachers for school updates and a review of pupil work/progress. Parents meet with LM, Pupils to review targets set.	HSD works with the holistic pupil, families know their child in a way that schools never will. We are not goal setting for school but for life and the CoP requires parents and pupils to be engaged with timely reviews of targets set.	FLO coordinates meetings and encourage parental attendance.	Family Liaison Officer – Naomi Parnell	Administrator costs: Naomi for 2 hours a week: £1083
To support pupils to access education missed during covid-19 lockdowns.	NTP – National Tutoring Programme with the support of Teaching Personnel programme.	Publicised as a means of supporting pupils by DfE.	Careful selection of Pupils from those considered vulnerable and as having the need for additional support. Tutors supported by HSD staff in engagement.	Helen Bradley	National Tutoring Programme (Through Teaching Personnel)- costs (6 pupils x 1 hour a week): £3007

Total budgeted cost					£122576
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A range of interventions will be offered for individuals and groups of pupils where a need has been identified.	Continued identification of need and response with interventions and additional support available to pupils. Such as: Fun with Food – (Food & Diet) Peer Education Project AV1 remote learning Robot Music-violin lesson	Developing the current good practice across the school, and improving our support for mental health and wellbeing of pupils following Covid -19 pandemic.	Careful delivery and tracking will demonstrate the impact on these pupils. Additional interventions will be identified as necessary and training provided to ensure successful implementation.	Helen Bradley Jill Hooper Tutors	Data-drop each term COSTS: 2 staff for 3 hours: £3007
Pupils are more able to self-regulate and lower arousal levels, enabling a 'just right state' for learning.	Daily sensory breaks/activities	Giving pupils the tools to self-regulate	Time given every lesson to every pupil. Scales of regulation and plans designed for individual pupils.	Classroom teachers & Tutors	Family Friday discussions Minimal additional Costs

Alternative Provision	Dorset Wellbeing Centre	HSD limited vocational offer is not able to meet the need of all pupils who are not in a position to wait until capacity is available in the new build.	Liaison with Dorset Wellbeing and provision of HSD staff member where needed.	Dan Butt Helen Bradley	On-going COSTS: See Dorset Wellbeing invoices. £2925 Staff: £1503
Engagement of Pupils that are not working well with Aweigh School or in addition to Aweigh School for pupils that need complimentary activities.	FTY – Lab (Indoor Sports)	For some pupils the activities of Aweigh school are too extreme and for other pupils they need more than one physical activity a week.	Staff from HSD to attend sessions with regular feedback. Pupil feedback.	Dan Butt Helen Bradley	Family Friday discussions Cost: Invoices agreed by Dan £4212
Total budgeted cost					£11647

6. Review of expenditure

Previous Academic Year

2020/21 – all feedback is reflective of the impact of Covid-19 on schools.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
To offer all pupils an exciting, well balanced curriculum that meets their needs and helps them to overcome barriers thus giving them equal opportunities. Pupils need to be safe, feel	As a new school, we are constantly developing and growing our curriculum. We will be improving our two way pathway offer where pupils can select between academic and vocational offers in accordance to their aspirations. Both pathways are supported by Enrichment through Aweigh School.	Most pupils made expected or above progress. Attendance and engagement remained high prior to the impact of Covid-19	HSD pupils best engage in school. Remote learning is a poor substitute. For pupils who struggle with ASC, this is not surprising.	Whole School costs inc: COSTS: Aweigh School: £40950 Mini-bus use: £665 Staffing: £25085

safe and so have the confidence to challenge themselves so that they can reach their full potential. We want all pupils to learn together in the pursuit of happiness so that they can independently make a positive contribution to their communities.				
Improved communication, speech and language support for all pupils.	Employment of Speech & Language therapist	<p>Pupils identified on their EHCP as needing SaLT are given the support required.</p> <p>Pupils who needed SaLT prior to starting at HSD are given further support where possible within afforded hours.</p>	SaLT has been able to address many of the individual communication, speech and language needs across the school as is working towards a whole school approach to communication needs.	£7530
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
All pupils will be enabled to make at least expected progress through interventions selected to reduce their	In class, LM lead 1:1 and small group interventions	Progress data shows progress for vulnerable pupils and increased attendance compared to attendance at previous settings.	HSD needs to appoint HLTAs and ELSA to better enable interventions to be coordinated and consistent.	£4009

barriers to learning.				
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
To support the social, emotional wellbeing of pupils and their families	Family Fridays	Family Fridays and Parent contacts proved to be a successful provision for pupils and their families with a wide range of issues including behaviour management and communicating successfully. This enabled a meaningful target setting process.	This is an ongoing provision which is highly valued and needed.	Administrator costs: FLO for 2 hours a week. £1083
Improved mental health for identified students	Mentoring of all vulnerable pupils to ensure that they are supported in achieving set targets.	Targets became a 'living' part of the school day and a way of measuring core skill progress.	Consistent target setting of SMART targets needed developing to ensure accurate reporting of progress. Show Progress package was bought in to support this.	COSTS: Show Progress software: £194 9 hours of LM weekly: £4510
Enable learning outside of the classroom whilst supporting regulation strategies.	Forest School Within site gates and outside gates on school site.	As a school, we value all that Forest School brings to our curriculum and have invested in a qualified Forest School staff member.	Our Forest School worker was over committed on the timetable as this included science lead. We needed an additional dedicated Forest School Practitioner.	Dan Butt COST: Appointment of Jill Hooper (Included above)

7. Additional detail

None