

Seven Hills School Pupil Premium Strategy Statement

2022 / 2023

This statement details our school's use of pupil premium 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	Seven Hills School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	50% (of Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kerry Tute, Headteacher
Pupil premium lead	James Plant
Governor lead	Sarah Williams

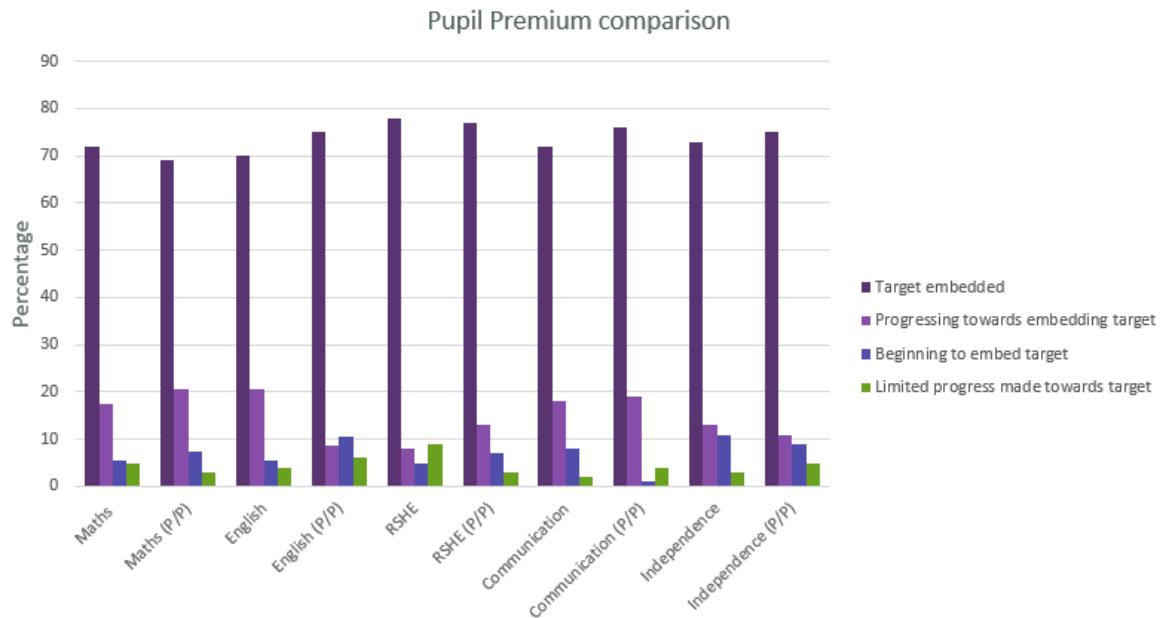
Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,515
Recovery premium funding allocation this academic year	£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	£68,515

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. In the past year we have seen little variation in the academic attainment of our disadvantaged pupils compared with their peers, as can be shown below:



Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of social opportunities and cultural capital. At the heart of our approach is high-quality teaching, focussed on areas that disadvantaged pupils require most, helping pupils to access a broad and balanced curriculum with as many opportunities to increase their cultural capital as possible and provide additional specialised support where needed.

We will also provide disadvantaged pupils with support to develop independent life and social skills and to ensure that they receive careers guidance, experience of workplaces and colleges or social care placements is available where appropriate.

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 experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
3	Through observations and conversations with pupils and families, we find that a number of our pupils have difficulties with low self-esteem, anxiety and emotional regulation.
4	Due to the learning needs named in pupil's EHCP paperwork and from Speech and Language Therapy input, we find that a significant proportion of our pupils have communication difficulties and have difficulty expressing themselves.
5	Due to the learning needs named in pupil's EHCP paperwork and from our formal and informal assessments, we find that a significant proportion of our pupils have difficulty with writing and mathematics, particularly in terms of their functional maths and literacy skills.

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
1. Disadvantaged pupils to have greater access to opportunities to develop their cultural capital and develop their social skills.	Pupils across the different pathways and phases to have accessed more creative, cultural and sporting activities. Increased opportunities for pupils to develop social and play skills at break times through improved provision at break times. Forest schools approach developed.
2. Disadvantaged pupils to have access to a broad and balanced curriculum delivered by confident and highly competent teaching staff, allowing pupils to develop their personal skills, as well as their functional skills.	Coaching model used effectively to develop teaching skill and confidence. Implementation of Maths Mastery across the school. Teaching consistently of a high standard. Curriculums across the school reviewed and changes implemented.
3. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Pupils accessing more community-based activities. Trauma Informed Approach embedded across the school.

4. Disadvantaged pupils feel better prepared for career progression, college or social care through mentoring, experience of workplaces, employers and employees.	All disadvantaged pupils are able to access careers, work, college and social care guidance where appropriate. Student voice consistently informing EHCP Annual Reviews across all pathways and phases. The curriculum ensures that pupils develop experiences relevant to their next steps in life and preparing pupils for adulthood.
5. Disadvantaged pupils to develop their self-esteem and emotional regulation, demonstrating less anxiety and increased emotional resilience and wellbeing.	Increased access to Thrive and Trauma-Informed practice, which shall be distributed across the school, informing our values, our approach and our interactions with pupils across the school.

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: £38515

Activity	Evidence that supports this approach	Outcome number(s) addressed
Play leaders training to develop the school's provision at break times, increasing the play and social opportunities for pupils. Resources to support break and lunch time activities	The importance of play is important for the development of young people: The Importance of Play: How Kids Learn By Having Fun (healthline.com)	1, 2, 5
Forest schools training to be undertaken by a selected member of staff.	Forest Schools are shown to develop young people's self-confidence and self-esteem: Forest Schools: impact on young children in England and Wales - Forest Research	1, 2
Coaching model developed for teachers, using peer observation to inform and share best teaching practice.	Coaching for improving teachers' practice has been promoted by the DfE: Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)	2

Maths Mastery training for our Maths Leader of Learning and delivered to all teachers across all phases and curriculum pathways.	Maths Mastery is an evidence-based approach to teaching maths, and is supported by the National Centre for Excellence in the Teaching of Mathematics: Teaching for Mastery NCETM	2
Trauma Informed training for relevant staff members and shared across the school and interventions put in place to deliver these approaches.	Trauma Informed Practice is grounded in evidence. (https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/pages/4/)	2, 5
Intensive Interaction training.	Intensive Interaction is an evidence-based approach to interacting with people with significant learning disabilities who find it hard to communicate or be social: Intensive Interaction 04.pdf (mencap.org.uk)	2, 5

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Outcome number(s) addressed
Trauma Informed training for specific staff which will then be used to develop staff CPD and inform future work across the whole school.	Trauma Informed Practice is grounded in evidence. (https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/pages/4/)	2, 3, 5
Thrive training for specific staff to enable them to deliver interventions to specific students who need them.	The Thrive approach has been shown to work with over 2,600 settings using this approach: Research behind Thrive The Thrive Approach	2, 3, 5
LEAP (Language Enrichment Activity Programme),	LEAP, VIP and NIP are used by Speech and Language Therapists and is endorsed by the NHS and the Sheffield SALT service:	2, 3, 5

Vocabulary Improvement Programme (VIP) and Narrative Intervention Programme (NIP) training for key staff .	Training we offer - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk)	
Rebound Therapy training and staffing for sessions.	Rebound Therapy has been shown to be effective, with extensive research dating back from the 1950s: rebound therapy - the evidence Ailsa Miller.doc (live.com)	1, 2, 5
Hydrotherapy training and staffing for sessions.	The National Library of Medicine states some ways in which hydrotherapy can be effective: Scientific Evidence-Based Effects of Hydrotherapy on Various Systems of the Body - PMC (nih.gov)	1, 2, 5
1:1 structured reading sessions for pupils and resources for these sessions, particularly for sensory studies for developmental groups.	Developing individualised reading strategies has been shown to be important for closing the disadvantage gap: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 5

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Outcome number(s) addressed
Increased creative activities for pupils, such as visiting musicians for developmental classes, Shakespeare Festival.	Creative experiences are important for child development: Creative play & activities: preschoolers Raising Children Network	1, 3, 5
Access to cultural projects throughout the year, including an Eid celebration and a summer celebration.	The Arts Council of England notes the importance of cultural experiences: Understanding the value and impacts of cultural experiences Arts Council England	1, 3
Playgrounds improved with increased	The importance of increased play activities is noted here:	1

meaningful resources for break times.	<u>Learning in the playground: the benefits of play Independent School Cranmore</u>	
Outdoor areas developed further to support break times and forest schools.	<p>The importance of increased play activities are noted here:</p> <p><u>Learning in the playground: the benefits of play Independent School Cranmore</u></p> <p>Forest Schools are shown to develop young people's self-confidence and self-esteem:</p> <p><u>Forest Schools: impact on young children in England and Wales - Forest Research</u></p>	1, 2
Phase 2 pupils on the formal pathway to access the Bronze Duke of Edinburgh Award.	<p>The Duke of Edinburgh Award is shown to improve confidence and resilience:</p> <p><u>Why do the DofE? - The Duke of Edinburgh's Award</u></p>	1, 2, 3, 5
Subsidise the cost of school uniforms.	<p>The DfE also uses the approach of supporting with the cost of school uniforms through local authorities:</p> <p><u>Get help with school uniform costs - GOV.UK (www.gov.uk)</u></p>	3
More community-based activities for pupils, such as accessing sporting activities, job fayres, colleges, social care facilities, etc.	<p>Community-based activities can support young people's social and emotional wellbeing:</p> <p><u>Community-based activities and young people's wellbeing Iriss</u></p> <p>Importance of good transitions for pupils:</p> <p><u>The Importance of a Good Transition OneEducation</u></p> <p>Importance of good careers education:</p> <p><u>Careers education and guidance: View as single page (open.edu)</u></p>	3, 4, 5

Total budgeted cost: £68,515

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

Our internal assessments during 2021/22 indicated that disadvantaged pupils academic and wider development outcomes were in general in line with that of their peers.

A group of year 11 pupils completed the Bronze Duke of Edinburgh Award in the last academic year providing them with experiences that they would not otherwise have had. These pupils really enjoyed the experience and the feedback from them and the staff they worked with was incredibly positive.

Last year, teachers and support staff across the school received RWI training through an outside company. This allowed staff to get a refresher of the elements of a typical RWI session. Staff were given time to collaborate with each other and share good phonics practice across the school.

Feedback from staff about this training was positive and it boosted confidence in delivering phonics sessions. Staff came away with a variety of activities and strategies for modifying phonics lessons to meet the needs of our pupils. Classes were given a budget to develop reading areas in their classrooms. With this, teachers were able to make areas of the classroom more inviting for students and ultimately further develop the love for reading culture. Students who had not made progress within their writing targets received either small group or individual interventions. With these interventions in place, over 70% of students had Embedded their writing targets throughout the school year.

Rebound therapy and hydrotherapy began to take place in the last academic year, with pupils beginning to benefit from these, with support from newly trained staff. This shall continue in this academic year, with more staff being trained to deliver therapy sessions and to ensure that we can deliver more sessions for more pupils, without pupils missing sessions due to staff absence.

Feedback from staff highlighted the importance of these therapies and the need to train more people going forwards.

Outdoor Learning lessons were delivered to students through a curriculum specialist with expertise in horticulture.

Targeted

Transition was supported through personalised transition booklets for students. Providing information on new staff, classrooms and environment. Additional staffing allowed students to visit their new classes on a minimum of three occasions, this included off site visits to Peaks college and The Bridge. Some students were given very personalised and bespoke transition opportunities based on their individual needs.

Wider Strategies

The addition of a pastoral worker in school has had a dramatic impact on our ability to deliver interventions, provide pastoral support for pupils and families, and to improve safeguarding outcomes for our pupils. We have seen the introduction of more interventions for our pupils, including Theraplay and Lego Therapy, allowing more of our pupils to access interventions. The impact statements from these interventions shows the impact these interventions have had at a holistic level on our pupils.

10 pupils benefited from us subsidising the cost of uniforms in the last academic year. This has helped alleviate the financial burden on families and helped pupils to feel more included as a part of the school community.

Now that two members of staff have accessed Trauma-Informed Schools training, we are beginning to incorporate this into all aspects of school life. One staff member described this training as “life-changing” and should improve every aspect of school life, becoming the overwhelming value of the school. This training will continue this year and will inform all practice across the school.

Access to cultural and enriching projects across the year helped our pupils to experience a number of projects across the past year, with pupils and staff alike enjoying the inclusivity of the events, with pupils really enjoying the events and developing their cultural capital.