

Hadrian School Pupil Premium Strategy Statement 2020-2023

Year 2022-2023

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	Hadrian School
Number of pupils in school	169
Number of pupil premium eligible pupils	94
Proportion (%) of pupil premium eligible pupils	55.6%
Academic years covered by strategy	2020/2021 to 2023/2024
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Rollings Head Teacher
Pupil premium lead	John Mosley
Governor lead	Norvil McClurg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,000
Recovery premium funding allocation this academic year	£43,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£155,00

Part A: Pupil premium strategy plan

Statement of intent

Hadrian School is a school for primary aged children with a wide range of additional needs including complex, profound and multiple learning difficulties, severe and moderate learning difficulties, speech and language needs, physical, perceptual and sensory needs.

Our aim is to use pupil premium funding to help us achieve outcomes for our pupils to support our pupils to reach their potential towards individual long-term outcomes in line with the shared vision detailed in pupils' Education Health Care Plans. We help all our children overcome their personal difficulties through highly trained and expert specialist teaching, through our highly individualised curriculum approach and our partnership work with parents / carers and health professionals.

Pupils attend our school from across the city of Newcastle. We also have a small number of pupils who reside in neighbouring local authorities. Our families make up a diverse community with a wide range of differences in socio-economic status.

Despite the impact of COVID, we have managed to achieve most of our goals and projects – as detailed in the School Development Plan and Head Teacher's reports. We know though that some of our most vulnerable and disadvantaged children missed a lot of schooling during the pandemic. To respond to this, we hugely invested in technology to help improve home/school links. Our school website contains resources to support learning for all curriculum pathways. We have also renewed our commitment to ensuring the high quality of children's Education Health Care Plans through updated guidance and procedures to ensure effective partnership between education, health, social care and families that leads to children making progress towards a clear, shared vision.

Our focus remains high quality teaching for all, covering all areas of the academic and therapeutic curriculum and emotional wellbeing. This is based on a robust understanding of need gained through collaborative work with parents, health professionals and social care, assessment and evidence of learning, therapeutic support and emotional development as well as robust safeguarding procedures. For us, improvement is a habit, not a goal. Our pupil premium strategy aims to demonstrate how we close the gap between disadvantaged pupils and their peers. Research published by the Education Endowment Foundation (2019) shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well. Because of this and owing to the highly complex needs of our pupils, a high percentage of whom are in receipt of Pupil Premium, we have taken the decision to direct the bulk of the funds

towards high quality teaching and learning for all. Through our highly personalised curriculum, we offer children eligible for Pupil Premium and their peers access to high quality teaching and learning, therapies, focused interventions and an enriched curriculum that meets the needs of each individual. As our school motto states, ***“Together we make a difference”***.

Challenges

Challenge number	Detail of challenge
1	<p>Learning Difficulties</p> <p>All children at Hadrian School, including those eligible for pupil premium have significant learning disabilities, often linked to wide-ranging cognition, communication, emotional, physical and sensory needs. Many pupils may not have developed <i>learning-to-learn</i> skills to enable them to access academic learning. Pupils may also require a much higher level of adult support to be able to access learning at all. Many children at Hadrian School have complex medical needs such as those that affect their mobility, sight and hearing. Many children also have sensory needs, which require high levels of therapeutic intervention. If children do not receive sufficient levels of high quality therapy they may have difficulties in accessing other areas of learning.</p>
2	<p>Health Needs</p> <p>Many children at Hadrian School, including those eligible for pupil premium have complex physical and health needs such as those that affect their mobility, motor skills, sight and hearing as well as conditions such as epilepsy. These issues can have a profound impact on their ability to access learning.</p>
3	<p>Emotional Development</p> <p>For many children who attend Hadrian School, it can be a challenge for them engage in new or unfamiliar learning activities. Their emotional needs may also impact their ability to learn. Our assessments and safeguarding processes show that a relatively high percentage of children who attend Hadrian School have SEMH issues around attachment, trust, self-esteem and well-being. Children can find it difficult to regulate their behaviour in different situations, and may lack the confidence to fully engage in learning opportunities</p>

4	<p>Parental Engagement</p> <p>Evidence shows that improving parental engagement can have a significant impact on pupil attainment. Our families make up a diverse community with a wide range of differences in socio-economic status. Our observations, discussions and safeguarding processes show that some of our most disadvantaged pupils' parents may be disengaged from their child's education and may not have the understanding or skills required to support their child's education. This may be further compounded by a lack of access to respite services and / or community OT and unsuitable housing that is not adapted for the needs of the child.</p>
5	<p>Access to Wider Experiences</p> <p>Our discussions with families shows that disadvantaged pupils generally have limited access to life-enhancing experiences and opportunities, which could enrich and support their independence, life skills and engagement with learning.</p>

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 attainment for disadvantaged pupils in all areas of their curriculum relative to their starting points as identified through baseline assessments.	Achievement of children's short-term outcomes detailed on their Personal Learning Plans evidenced through eBooks or workbooks and recorded on their PLP.
Embedding Engagement Model for KS1 and KS2 children working at PHASE 4 and below for KS1 and KS2 children working at PHASE 4 and below. Add more info!	<p>Daily monitoring of engagement levels – averages taken on a half-termly basis.</p> <p>Information on engagement included in End of Year reports and Education Health and Care Plans</p> <p>Teacher planning reflects adaptations to provision which leads to engaged children</p>

	Engagement profiles as part of termly ebooks. Reflects adaptations to provision which leads to engaged children
Continued embedment of Thrive approach to support PP learners' emotional well-being. Disadvantaged pupils are well supported with their mental health and emotional wellbeing so that they are more emotionally resilient and engage well with life and learning.	EHCPs, Thrive assessments, Thrive profiles, PLPs, Relationship plans and eBooks are all in sync and clearly show and evidence the intent, implementation, and impact of the Thrive approach on each child.
Children are well supported with their communication and (where appropriate) reading so that they effectively use bespoke systems to support their understanding and expressive communication skills	Core vocabulary visible around school and used consistently. Communication team to ensure that children have appropriate individual communication systems. Intent, Implementation and Impact clearly demonstrated through EHCPs, PLPs, teacher-planning, Communication pathways and eBooks
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for life beyond Hadrian School	Ensuring the high quality of children's Education Health Care Plans through updated guidance and procedures to ensure effective partnership between education, health, social care and families that leads to children making progress towards a clear, shared vision. Supported and checked by SLT. Intent, Implementation and Impact clearly demonstrated through EHCPs, PLPs, teacher-planning, workbooks and eBooks
PP pupils with complex physical and sensory needs will at least maintain their physical skills through targeted therapy interventions	Intent, Implementation and Impact clearly demonstrated through EHCPs, PLPs, teacher-planning, physio-reports, eBooks

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.

1) High Quality Teaching and Learning (including CPD)

Budgeted cost: - Forest School Training £1300, Clicker £650, Outdoor Resources £1000 - £2950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum review to promote focussed, personalised learning for PP children. Ensuring PLP outcomes are in line with EHCP. Including the developmental class-grouping of children according to curriculum pathways: - Early Years, Sensory and Therapeutic, Explore and Discover, and Subject Specific.	Our own observations and evidence of individual pupils' learning observations helps teachers to meet the needs of the children more effectively and leads to improved outcomes. Our conversations with parents at children's EHCP Annual Reviews demonstrates that children's learning is more highly focussed on their priorities. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping?utm_source=/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping&utm_medium=search&utm_campaign=site_search&search_term=grouping	1
Embedding the Engagement Model for disadvantaged pupils fin KS1 and KS2 working at PHASE 4 and below. Teachers use their observations to adapt their provision. This sustained engagement leads to children who learn, develop and are happy.	DfE Engagement Model Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf	1
Development and use of our outdoor learning environment in order to improve outcomes for pupils. One Member of staff	Our observations show that children who can be described as 'hard to engage' and become active learners when their learning is taken outside.	1, 3

<p>Level 3 Certificate in Forest School Programme Leadership. Two members of staff Level 1 Introduction to Forest School Principles. Those who attend the training to cascade to all staff: Increased staff knowledge = increase in high quality teaching = An increase in PP pupils' achievement of their PLP outcomes</p>	<p><i>'A marvellous opportunity for children to learn. A participatory evaluation of Forest School in England and Wales':</i></p> <p>https://www.forestschoolltraining.co.uk/webedit/uploaded-files/All%20Files/Research%20papers/Marvellous%20opportunity.pdf</p> <p><i>'Forest School and its impacts on young children: Case studies in Britain Liz O'Brien and Richard Murray'</i></p> <p>http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf</p>	
<p>Communication and reading CPD for all staff. Including core vocabulary, Makaton, VOCA, intensive interaction, communication environment. Core vocab communication boards used to develop communication across school locations.</p>	<p>Shared goals and collaborative approach between teaching Speech and Language Therapist colleagues.</p> <p>Communication Matters Journal:</p> <p>https://communicationmatters.org.uk/research/journals/</p>	1
<p>School invest in a computer programme to support writing called Clicker8. We have invested in 5 licences in order to trail this before we roll it out to the whole school. CPD tools and case studies into sight reading available on the server meaning there is now a clear guide of how to access different approaches to reading. Ensuring that teachers take the correct pathways for their readers.</p>	<p>Case studies including Willow Dene Special School which caters for children with a similar learning needs</p> <p>https://www.cricksoft.com/uk/clicker/success-stories</p>	1

2) Targeted Academic and Therapeutic Support

Budgeted cost: Therapy Assistants and Massage Therapist: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic input: Employment of Therapy Assistants trained in Halliwick and rebound therapy. Deployment of placement students to support logistics of delivering therapies	Compendium to Rebound Therapy by Christopher Rollings and Rob Oglethorpe HEADS Water Skills Toolkit by Christopher Rollings and Alice Teasdale	2
Specialist massage sessions provided by Massage Therapist (5 mornings a week). Child's ability to be regulated and engage with their learning following massage sessions tracked by class teams	We have observed that these 1:1 sessions with a qualified massage therapist can have a lasting impact on the child's regulation. The physical benefits – particularly for those children with high tone are substantial too. Massage may improve quality of life for some people with serious or long-term conditions by reducing levels of anxiety and improving sleep quality (NHS England) https://www.nhs.uk/conditions/physiotherapy/how-it-works/	2
Effective Multidisciplinary approach including physiotherapists, SaLT and OT. Appropriate, individual outcomes are jointly set between teachers and multidisciplinary team, feeding into the shared long-term vision as set out in Section A of the child's EHCP. Resulting	Progress discussed and evidenced during pupils' annual review of Education Health Care Plans emphasises the effectiveness of multidisciplinary working in line with a shared long-term vision for the child.	2

in disadvantaged pupils' PLP outcomes being, achieved, evidenced and built on.		
Two days of music therapy per week: group and individual sessions from Nordoff-Robbins	Our own observations demonstrate the impact that this therapy can have on pupils' ability to be regulated and communicative. Music therapy in the special education setting JEPC11(3&4).vp (soundconnectionsmt.com)	1, 3

3) Wider strategies

Budgeted cost: Thrive Licences £1200, new trainers £3000, Thrive resources £500, Confident Parenting – supply cover £200, Holiday clubs in summer - £8000, IT spend - £20,000, Timbadash -£6000, cost of 2 additional TA's £52,000 to support classes with learners falling into the Recovering funding category -

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationship and Sex education. Training for all staff to be aware of statutory requirements and school approach.	DfE 2021: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers	1

<p>All children in receipt of PP will receive teaching and learning consistent with the Thrive approach. A range of targeted Thrive CPD including whole-staff refresher, introductory training for all new members of staff and training for Teachers on using 'Thrive online' to produce targeted thrive assessments and plans</p>	<p>The 4 pillars informing the Thrive Approach:</p> <ol style="list-style-type: none"> 1. Attachment theory helps to explain the relationship between a child/young person and their primary caregiver(s). 2. Thrive has created a developmental model, grounded in child development research, that identifies the social and emotional learning experiences required from birth through to adulthood. 3. The field of neuroscience has undergone rapid advances in recent years, prompted by significant innovations in brain imaging. Research has also revealed the inherent 'plasticity' of the brain – its capacity to forge new neuronal connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps. 4. Play is so important to optimal child development that it has been recognised by the United Nations High Commission for Human Rights (1989) as a right for every child. <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p>	<p>3</p>
<p>Two further staff to enrol on Licenced Thrive Practitioner training this school year. To include a Teacher and member of support staff</p>	<p>As above</p>	<p>3</p>

Annual Thrive training for Licensed Thrive Practitioners to keep licenses up-to-date.	As above	3
Thrive room well-resourced with a range of toys and equipment appropriate to the emotional developmental stages of the children. Thrive room guidance and training provided to staff.	As above	3
To achieve the Attachment and Trauma Sensitive Schools Bronze Award in Spring Term 2023 – Evidencing a framework of support and understanding for within which children who have experienced adversity can heal, thrive, play, and learn. These will include those who are adopted from care, in the care of the Local Authority, or who live with parents who cannot, for whatever reason, adequately meet their needs.	<p>Key components of whole school cultural change as set out by the Evidence-Based Practice Unit, Manchester University/ Anna Freud Centre, (Demkowicz and Humphreys 2019).</p> <p>See also: http://www.attachmentandtraumasensitiveschoolsaward.com/testimonials.html</p>	3
Confident parenting workshops. Open to all and targeted at known areas of need. These sequences of workshops will support	We have been running these workshops at school for over 15 years. Parental feedback gathered every year demonstrates the impact that the workshops have on the well-being of children and their families.	4

parents to feel confident in supporting their children with their complex learning and emotional needs		
Engagement training for parents / carers. Increased partnership with parents (positive impact on well-being, behaviour, play, communication at home).	Parental feedback gathered demonstrates the impact that the workshops have on the well-being of children and their families	4
Increase in parents / carers of disadvantaged children using our therapy facilities with their children out of school hours	Physiotherapist's annual reports as part of the EHCP process show the impact of the therapeutic provision is having on helping our pupils to develop / maintain their physical skills.	2, 4
Saturday clubs, summer holiday club and extra-curricular clubs to provide opportunities for additional access to activities that support wellbeing: including sport, therapies, creative activities to support well-being and visits (e.g. – thrive club, cookery club, art club, circus skills, rebound therapy, hydrotherapy, massage). Sports coaches will be bought in to provide a broader range of options for children attending clubs	EEF: Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	5

Investment in IT –new iPads for class teachers, licencing of apps to support home / remote learning, replacing redundant technology. To support increased use of IT to facilitate connections, coproduction and sharing of information connect with school life (e.g. dojo, zoom, eBooks, googledrive, blogcasts, twitter. facebook)	We have observed that communication between school and parents of disadvantaged children is now better than it has ever been as technology enables messages to be quickly exchanged and information to be easily shared.	4
Access to experiences that provide elements of 'awe and wonder' including workshops with Timbadash Theatre group	Children's responses and involvement in Timbadash's immersive experiences have been captured on video. These experiences have been shown to facilitate high levels of engagement and develop a curiosity in exploring new environments and interacting with new people.	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments using the Sir Charles Parsons Assessment Tool (SCART) show that around 97% of children in receipt of Pupil Premium either met or exceeded their target in Maths, English and Science, which had been set a year previously. This is in line with those children who are not eligible for Pupil Premium funding. Absence from school due to extended periods of ill health explains why targets were not met for the 3%. Engagement records and Engagement profiles demonstrated that teachers use their observations to adapt their provision to achieve sustained engagement.

We mitigated the impact of challenges identified in this strategy through our commitment to maintain a high quality, highly individualised curriculum and a renewed commitment to staff's professional development. The 'Creative Curriculum' now in place across Early Years and all classes not following the Engagement Model in KS1 and KS2. Teacher meetings and 1:1 feedback sessions between Teachers and SLT improve writing of PLP outcomes. Improved evidence of learning through eBook approach. Daily monitoring of engagement for all disadvantaged children following the Engagement Model. This information is used to adapt the provision to increase or maintain engagement for all children. Engagement Profiles all children with complex needs which includes description of what good engagement looks like, how to engage child, what their provision includes, narrative about what changes have been made to the provision to increase engagement, family and partners input and videos of what good engagement looks like for that child. Engagement Profiles updated and combined with PLP evidence at the end of each term

Our commitment to professional development has been evidenced through a wide-range of CPD including: Thrive, Behaviour Support, Intensive Interaction, Colourful Semantics, Makaton, postural care, IT skills, Trauma. Teaching of reading and writing supported through progression document (Phase 4-12) allowing teachers to easier track progression, to assess children's progress and clearly see next steps (for more linear learners). Reading and Writing policy updated January 2022. CPD tools and case studies into sight-reading demonstrate clear guide of how to access different approaches to reading ensuring that teachers take the correct pathways for their readers.

The Thrive approach has been further embedded across school, supporting our most disadvantaged children so that they are more emotionally resilient and engage well with life and learning. A review of eBooks by the leadership team showed that eBooks demonstrate the impact of pupils working on their individual Thrive-related SEMH PLP for disadvantaged children across school. 'Key takeaways' from CPD have been acted upon. *Teaching staff report the impact they have seen from using PACE (Being Playful, Accepting, Curious and Empathic) in their interactions with children) and providing EAA's (Emotional Available Adults) for children in the class.* Thrive training, collaboration with SLT and our Thrive took-kit continue to have an impact on the process of improving the quality of children's PLP outcomes across school. Teachers have been supported to write and implement new Thrive Behaviour Support Plans. This has helped ensure that staff are using Key Relational Skills in order to support vulnerable children in line with the Thrive approach and consistent with recommendations from Trauma Informed Schools.

Service pupil premium funding

We are not currently in receipt of any service pupil premium funding

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:

- Developing our senior and middle leaders. Two members staff are currently working towards a NPQ in Senior Leadership and another member of staff is working towards an NPQ in Leading in Behaviour and Culture.
- We have three Early Career Teachers (ECTs), who each have an experienced Senior or Middle Leader as their mentors. Mentors guide their ECTs through the ECT framework as well as providing weekly support and guidance on all aspects of teaching and learning.
- We are continuously responding to the changing needs of our children and developing our curriculum provision and have a focus on improving the quality every child's Education Health Care Plan, long-term and short-term outcomes
- We have a key role in the Local Authority around providing outreach support to mainstream schools for children who are struggling to engage in with learning. We are developing an outreach toolkit that will help identify support and resources to benefit children within and beyond our school.

- We are continuously aiming to provide the best facilities and resources for our pupils. We are in the process of securing funding to build a community spa (including an additional hydrotherapy pool), attached to our rebound therapy centre.
- We are improving the rigor of Governor links to curriculum areas. Governors are conducting visits with all curriculum leaders to scrutinise, challenge and help develop the impact of the curriculum leaders. Curriculum leaders provide termly updates on the intent, implementation and impact of their area.