

Pupil premium strategy statement for Highfield School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Highfield school context 2022/2023

Total number of pupils on roll: 191

Years 7 to 11: 139

Post 16 Year 12 to 14: 52

Number of EAL students: 13

Number of boys & girls on roll year 7 to 11: 87M 52F

Number of P16 on role: 38M 14F

Total income from pupil premium and breakdown of how spent: received 2022/23 £65,654 pupil premium, £53,658 recovery premium

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School overview

Detail	Data
School name	Highfield School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers Sept 2021 - July 2024	2022 - 2023
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2022
Statement authorised by	Rebecca Thompson
Pupil premium lead	Rebecca Thompson
Governor / Trustee lead	Annette Netherwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,654
Recovery premium funding allocation this academic year	£53,658
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	£119,312

Part A: Pupil premium strategy plan

Statement of intent

- *Post COVID we want to support our student's well-being, increase engagement in learning opportunities, develop speech, language and communication to ensure they can have their needs met effectively, increase their use of functional and social communication and independence*
- *To provide social and educational opportunities in which to achieve good or better progress towards their EHCP outcomes, with particular focus on communication and independence and well being to ensure all pupils can maximise their own potential to enable them to to be confident and independent students and gain skills to support their adult life.*
- *To ensure an effective strategy to maximise school attendance to maximise progress to their next stage of development*

Challenges

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

Challenge number	Detail of challenge
1	Behaviour, well-being, mental health
2	Communication in a range of situations on and off site to be able to get needs met and have a range of strategies for social, functional and emotional communication -
3	Independence in a range of situations on and off site to be able to be as independent as possible and have a range of strategies for social, functional independence skills
4	Attendance - due to previous COVID lock downs & isolation periods

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
Demonstrated impact upon pupil progress in Communication and Cognition <ul style="list-style-type: none">• Evidence For Learning whole school / IEP / EHCP progress in Communication and Cognition,• IEP whole school / focus group data / EFL	All pupils will be accessing the outdoor environments on a regular basis, weekly or more, to promote mental well-being and increase engagement demonstrated though evidence on EfL and IEP targets.

<ul style="list-style-type: none"> • IEP termly percentages 	<p>All pupils will have opportunities to access a wide range of lunch times clubs</p> <p>All pupils will be able to effectively communicate to the very best of their potential using and applying a range of strategies. Pupils will be confident in communicating their needs and wants, as well as their social and functional communication</p>
<p>Pupil levels of dis-regulated behaviour/emotional well being, as a result of their anxieties around routines and change, linked with emotional well-being and mood.</p> <ul style="list-style-type: none"> • IBP Individual Support Plans in place for students • Behaviour data from behaviour watch – incidents reduced both frequency and demonstrate pupils use of self management strategies • Individual outcomes / targets set achieved 	<p>Students will have a regular access to outdoor, social and educational activities which are planned to meet sensory, behavioural, social and emotional and well being needs which will be demonstrated through a reduction in negative behaviour incidents.</p> <p>Reports from behaviour watch will evidence interventions by the HUT team - these indicate, track and record pupils progress making steps towards self-management and regulation</p>
<p>Improve independence skills as a result of Covid lock downs measured through:</p> <ul style="list-style-type: none"> • Evidence For Learning whole school / focus group data in independence / independence frameworks • EFL whole school • IEP termly percentages • SALT records/intervention of programs before and after produced skills portfolio's • Case studies for independence strand • On and off site work experience opportunities 	<p>All pupils will be accessing the outdoor environments on a regular basis, weekly or more, to promote mental well-being and increase engagement and put taught skills into real life applications so that communication and cognition is maintained, generalised and applied and is evidenced on efl .</p> <p>Progress for disadvantaged students to at least match or exceed that of non-disadvantaged students at the needs of our wide range of all students are fully met ensuring their progress and attainment at least matches if not exceeds that of non-PP students</p>

Activity in this academic year 2023/24


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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Music Therapy Group Music Therapy ● Lunchtime Club Music Therapy ● After School Club Music Therapy (2 x TA to support) ● Communication/cognition Strand Development Time Band 6 1 day a week SALT purchased above SLA 	<ul style="list-style-type: none"> ● Music therapist weekly feedback to staff Music therapist videos of individual students ● Termly reports from Music Therapist ● Progress for these students cannot always be captured through conventional tools however, these therapy opportunities enable us to identify individual progress in engagement and communication. Enrichment – additional music therapy input <ul style="list-style-type: none"> ● ● Communication lead – work scrutiny, case studies, in house cpd to other staff, development of reading schemes, CPD and of all staff for colourful semantics ● SALT – CPD of staff for interventions such as SMILE, attention autism, SALT to support additional Attention Autism / Fun with Food groups / high / low tech communication aid groups. ● Monitor low tech and high-tech communication aids 	

<ul style="list-style-type: none"> ● Outdoor areas adapted to ensure students in wheelchairs and with limited mobility can access them. ● Outdoor learning curriculum development from Sep 2023 – full time team to deliver 	<ul style="list-style-type: none"> ● Facilitate and support eye gaze training ● ● SALT to support additional Attention Autism / Fun with Food groups / high / low tech communication aid groups. ● A large range of interactive games which are switch and touch screen activated. High level of interest and updated content. ● Creating sensory sessions for students in relation to vehicles and individualised curriculum. <ul style="list-style-type: none"> ● Develop outdoor learning provision with the aim of providing all learners with opportunities to access the provision to work on pupils individual EHCP outcomes, communication targets, personal development and welfare . This will include training a team of skilled practitioners to support this curriculum including the subject leads MA, support staff archery course, TA course leading to gaining membership of the Institute for outdoor learning. ● Range of case studies to support positive impact on pupils ● Students can engage in outdoor curriculum activities on a regular basis at least weekly. This will be either in whole or small groups or for one to one bespoke personalised timetables for the most complex learner and those who may struggle 	
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<ul style="list-style-type: none"> • Fitness interventions 	<p>to access classroom based learning.</p>  <ul style="list-style-type: none"> • To support well being, healthy living, and health outcomes 	
<ul style="list-style-type: none"> ● Reading Maths ● ICT learning support ● Communication Strand ● Development time ● Band 6 ½ day a week ● SALT purchased above SLA ● New seating / tables in the outdoor areas for learning opportunities in the grounds ● Phonics international training & resources 	<ul style="list-style-type: none"> ● Progress constantly monitored ● Differentiated activities / route planned through Reading records/ Maths supported on a daily / weekly basis in class ● High motivational resources to support focus, engagement and concentration ● SALT to support additional Attention Autism / Fun with Food groups / high / low tech ● In place and used by identified students ● Students accessing on a weekly basis to consolidate any learning. ● Students can work outdoors across the curriculum with appropriate seating and table access for any mark making or written work 	

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SALT/communication	Recruitment of TA to deliver/support SALT programmes Communication case studies EFL	Communication , speech, language development
<i>VI library books</i>	VI framework on efl VI Intervention progress monitored and recorded by VI HLTA school specialist	Ensuring full access to wide range and breath of texts
Outdoor learning curriculum	Case studies demonstrating engagement and also impact	Communication Social and emotional Personal development

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

Budgeted cost: £64,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Behaviour watch monitoring and feedback ● Trips off school site 	<ul style="list-style-type: none"> ● Behaviour incidents and interventions are monitored through Behaviour watch to determine both frequency and severity also to demonstrate reduction. ● EFL captures pupils generalisation of learning and knowledge. 	Behaviour and behaviour for learning

<ul style="list-style-type: none"> ● Band 6 ½ day a week SALT purchased above SLA ● Training for staff on mental health and well being ● Music Therapy weekly 3 ½ terms per year 	<ul style="list-style-type: none"> ● Engagement with the wider community to become positive citizens. ● Weekly visits offsite to a range of outdoor locations linked to the curriculum, developing range of skills for personal development such as resilience and self-advocacy, self-awareness and safety ● SALT to support additional Attention Autism / Fun with Food groups / high / low-tech communication aid groups. ● Staff able to implement sessions on a daily / regular basis to support children's well-being and mental health. Mental health team and evidence of CPD ● Students access music therapy as a group to develop communication and social skills 	

Total budgeted cost: £119,312

Part B: Review of outcomes in the previous academic year 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music Therapy is in place again for the following academic year as it benefits our students communication and social emotional well-being.	Nordoff Robbins Drumming lessons

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>RDA x 6 sessions</p> <p>Music therapy weekly</p> <p>Music after school club</p> <p>Outdoor learning after school club</p> <p>Mayday after school club</p> <p>Lunch clubs</p> <p>CPD – reading, outdoor learning</p> <p>Additional Tas to support pupil outcomes</p> <p>School trips to develop cultural capital and topic curriculum – local community</p> <p>Free school meals</p> <p>Food Christmas hampers delivered to pupils and families on PP & FSM</p> <p>Spare uniform for PP & FSM</p> <p>Self care and hygiene products to support period and hygiene</p>

	<p>poverty and cost of living crisis</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Improved communication measured through IEP and progress towards EHCP outcomes.</p> <p>Increased social development including waiting, turn taking and communicating with unfamiliar people in a new environment, measured through IEP and progress towards EHCP outcomes.</p> <p>Support for cost of living crisis including period and uniform and hygiene poverty</p>

Further information (optional)

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