

Pupil premium strategy statement – Highfield Littleport Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	51.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	01/09/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Bainbridge
Pupil premium lead	Yvonne Skillern
Governor / Trustee lead	Lorna Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,016
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	£81,016

Part A: Pupil premium strategy plan

Statement of intent

Highfield Littleport Academy is an area special school and as such have pupils on roll with a wide range of additional needs which are outlined in their EHCPs. Our school has adopted a Pathways curriculum model and diverse staffing structure that provides a rich and varied curriculum with many opportunities to develop skills in holistic areas of development rather than just academic areas.

We recognise all our pupils as individuals and we do not benchmark progress of individuals against others. We have comprehensive systems of using feedback and judgement to inform where the pupil is at and what their next best steps are.

Our intention for our pupils whom are eligible for Pupil Premium (PP) is that their progress is as good as it can be, and that they have all the opportunities inside and outside school to support them in this. This is what we use the PP funding for - augmenting our existing provision for pupils whom are eligible for PP.

We use our knowledge of individual pupils as well as progress data to identify areas which, if additional funding were used, could enhance progress. However, we recognise that using PP funding just for pupils whom are eligible isn't possible. For example, an identified need for a group of pupils whom are eligible for PP was support around their mental health and behaviour following adverse childhood experiences. This need wasn't just identified for this group, and other pupils have benefited as well.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Emotional literacy and disordered attachment needs, resulting in behaviour support needs and difficulties with emotional regulation, difficult and dangerous presenting behaviours resulting in lost learning
2	Higher than national average social deprivation in families at Highfield Littleport limiting experiences and opportunities
3	Poor communication and social interaction skills due to geographical location and isolation
4	Limited opportunities for outdoor learning and access to the environment resulting in poor coordination, communication and social interaction

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
Students leaving our school are fully prepared for adult life with essential skills, qualifications and accreditations to choose from.	Offer in place and annual reviews show that choices have been made from this
Work related learning offer is comprehensive and able to meet relevant learners hopes and ambitions	Talentino in place, where appropriate student voice in terms of hopes and ambitions captured through individual interviews, work related learning placements expanded and reviewed. More than 90% of learners progress to chosen college courses
All PP pupils make at least expected progress in Maths & English	Progress data, engagement levels in teaching and learning. Ongoing subscriptions Purple Mash, Oxford Owl, Reading Eggs interventions. Increased student engagement in online reading Oxford Owl resources
KS4 students have a comprehensive range of options, including qualifications related to practical activities outdoors and engagement within the local community	Outdoor Learning and horticulture offer in place for learners in all pathways promoting progress in Science learning and enquiry. Varied menu of work experience opportunities and learning within the local community in relation to learning pathway.
Mental health and wellbeing of students is at least good supporting the therapeutic STEPS & ELSA interventions already in place	Reports from Family & Student support worker, parent feedback, Steps consultant role development. Ongoing reduction of Restrictive Physical Intervention, Annual Review Reports
Communication opportunities provided within all environments to facilitate communication, interaction and wider social opportunities	Wider use of student communication devices, students moving around school more independently with the use of signage and visuals to assist.
Reading skills are applied within a variety of environments and promotion of reading for pleasure	Cross curricular reading resources, enhancement of library and books to take home to engage for pleasure. Students engaging in reading seen through Evidence for Learning observations, annual review comments

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: £7606

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH/Steps Tutor Training & Mental Health Support with enhanced assessment tools (£1106 Boxall Profile & Nurture Resources £2000 STEPS tutor training)	Reduced incidents of restrictive physical intervention, demonstrable progress within Boxall Profile and Fagus Assessments.	3 1
Enhanced opportunities for reading across the curriculum – topic related books & planning resources (Twinkl £1500) Desirable reading environments Engagement of sensory learners in stories (£3000)	Students have stimulating resources to engage interest in reading with books linked to topics and cross curricular resources Continued staff training with Oxford Owl ensuring staff are skilled to teach phonics and reading systematically Sensory story sacks engage sensory learners in story and reading activities Development of library and reading areas to entice students to engage in areas particularly non fiction Reading skills increase through Read Write Inc assessments, engagement in Oxford Owl, marked increases in Salford Reading Test scores.	2 1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 students have a comprehensive range of options to engage in the community and work related learning, including qualifications and accreditations to choose from in KS4 (£2500)	Increased numbers of students making above expected progress within preparing for adulthood. Wide range of qualifications in place to meet students needs (ASDAN, Functional Skills, AQA). Raising of aspirations despite high levels of student social deprivation.	2
Students engagement in Reading Eggs intervention (Reading Eggs £1500)	Progression of levels on software, measurable progress in word reading skills within Evidence for Learning, Salford reading scores.	2

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

Budgeted cost: £69,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have an increased range of extra-curricular activities to access, increasing their wider skills, confidence and independence (Music Lessons £2000), Music Therapy £9000, Theatre Visits £710)	Music lessons – 90% of students confident to engage in performance, Engagement in visiting theatre provision boosts confidence and engagement in activities. Music Therapist reports demonstrate improvements in confidence and independence.	1 2 3 4
Support for families in managing challenging behaviour and circumstances at home (Family Worker £13,500)	Family and Student Support Worker, STEPS advice and support sessions for parents via Coffee Mornings and information via Class Dojo	1 2
Support for extracurricular activities	Pupils taking up residential for KS3 – 100% of spaces filled. Pupils are able to share their experiences and develop	2

including the annual residential trip (£3000)	social skills that will stay with them for life	
Mental health and wellbeing of students is at least good supporting the therapeutic STEPS interventions already in place with ELSA	Counselling reports, observations from therapies, reduction in behaviour incidents and RPI, pupil voice surveys.	1
Communication opportunities provided within all environments to facilitate communication, interaction and wider social opportunities using signage & technology Communication Specialist coordinating interventions (Communication Apps £400, Ipads £1800, Communication Teaching Assistant £27000)	Communication Specialist intervention to promote skills, confidence in use of devices, student independence in moving around the school and requesting activities and resources with visual support.	3 4
Health support and coordination with parents to advise and facilitate support for students (Medical TA £12,000)	All protocols and training in place for all students with additional medical needs, parent feedback of support, feedback from therapists	2

Total budgeted cost: £81,016

These are indicative costings and are subject to continual review within the overarching budget.

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on trends in the local area and our own summative and formative assessments.

The data demonstrated that the progress of disadvantaged pupils is broadly the same as that who do not fall into this category. We have also analysed our disadvantaged wider development outcomes, drawing in our own assessments and observations. A detailed review of each outcome is shown in the table within this section.

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

Our evaluation of the approaches delivered last academic year indicates that initial progress has been made in all areas during the academic year. We have reviewed our strategy plan and ensured that elements are continued to ensure there is consistent and continued progress. The further information provides more details about planning, implementation and evaluation processes.

Aim	Outcome	Impact
KS4 students have a comprehensive range of options, including qualifications and accreditations to choose from in KS4 with LECA and Highfield Ely.	All students gained a qualification this academic year. 1 student attained a GCSE in maths at LECA.	All students have moved on to an appropriate college course meeting their needs.
Work related learning offer is comprehensive and able to meet relevant learners hopes and ambitions	All students took part in work experience placements with some excellent feedback from individual employers.	Positive parental comments recorded on social media, all learners progressed on to college courses.
All PP pupils make at least expected progress in Maths & English	Progress data demonstrates all students made expected progress in both areas. Students engagement has increased in class and applying skills across the curriculum.	Students applying skills across the curriculum and within the community (English communication & Maths money)
KS4 students have a comprehensive range of options, including qualifications related to practical activities outdoors	Curriculum has become wider but due to a small cohort of learners within the Green pathway this could not be extensively achieved. Horticulture has been started with a Forest Schools	Students given wider opportunities and activities have been started to be fully implemented in the next academic year.

Aim	Outcome	Impact
	intervention to assist with social and emotional skills.	
Mental health and wellbeing of students is at least good supporting the therapeutic STEPS interventions already in place	Consistently low levels of RPI, positive feedback from parents and students are willing to engage in reflective practices following behaviour incidents.	Students more engaged in learning and develop strategies to self-manage their behaviour.
Communication opportunities provided within all environments to facilitate communication, interaction and wider social opportunities	Students have become more independent at moving around the school due to communication signage, further interaction at playtimes with increased engagement within Blue Pathway. Communication boards are yet to be delivered due to delays with the supplier.	Students more expressive and independently navigating their environment and interacting with peers.
To facilitate the sharing of information to learners with multisensory impairments	3 staff have completed intervener training and have worked to introduce more multi-sensory environments. Amendments to student groupings in the following year will mean skills can be more consistently applied.	Increased interaction and sensory responses recorded on Evidence for Learning
Reading skills are applied within a variety of environments and promotion of reading for pleasure	Students observed to be making expected progress in reading, students engaging more in reading for pleasure as observed in learning walks.	Confident students using reading skills within the community.

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
Individual Student Emotional Support Dog Therapy	CASSIE Canine Therapy

Service pupil premium funding

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	No students in receipt of service pupil premium
What was the impact of that spending on service pupil premium eligible pupils?	No students in receipt of service pupil premium

Further Information

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 colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Strengthening our links with the local community to widen social experiences and provide high aspirations for our learners.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships and traineeships.

Within our evaluation processes we have contacted local area special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach as well as sharing examples within our own trust. We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. In addition to the pupil premium funded activity outlined above, we have put in place stronger links with the community and provided lots of experiences to prepare our students for adulthood. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.