# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Highfield Ely Academy |
| Number of pupils in school  | 124 (137 including LINC 19 - 25) |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers  | 2019/20202020/20212021/2022 |
| Date this statement was published | 09/11/2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Simon Bainbridge |
| Pupil premium lead | Adam Daw |
| Governor / Trustee lead | Lorna Robinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £57,385 |
| Recovery premium funding allocation this academic year | £13,630 |
| 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 | £71,015 |

# Part A: Pupil premium strategy plan

## Statement of intent

Both Highfield Academies are area special schools and as such have pupils on roll with a wide range of additional needs which are outlined in their EHCPs. Our schools have 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. The use of research and evidence in special education can sometimes be a challenge due to the bespoke provision we put into place for our pupils. However, we use the EEF’s Teaching and Learning Toolkit to prioritise areas for development and to shape their implementation, such as Behaviour interventions, Phonics and social / emotional learning. All these areas the EEF identify as having at least moderate impact.

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. However, at Highfield Academies, we also recognise that regardless of school context, high quality teaching is the most important lever that schools have to improve outcomes for all pupils.

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 upon returning from Covid lockdown. This need wasn't just identified for this group, and other pupils have benefitted as well.

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 use knowledge of our pupils and their evidence of progress as well as external research as in the EEF. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

In order to meet the changing needs of our pupils and families during the pandemic, we adjusted our PP spending during lockdown *and* after students returned to school. Parents and carers wanted their child/ren to return to school, settle back into a good routine, have their mental health needs met, and enjoy learning again rather than have extensions to the school day, tuition and so on; this is what we focused on, alongside catching up on reading where appropriate.

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Emotional literacy and disordered attachment needs, resulting in difficulties with emotional regulations, and some difficult and dangerous behaviours |
| 2 | Students reported by parents not to have wanted to engage in reading, esp in upper school yellow pathway |
| 3 | Poor communication and social interaction skills due to isolation and lockdown |
| 4 | Limited opportunities for wider educational opportunities including 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.

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| Intended outcome | Success criteria |
| Consistency in reading approaches evident throughout the school. Broader range of books to read in KS4 yellow pathway | Progress is consistently “as expected” or better overall in reading.Consistent approach is demonstrated through learning walks, progress data etc |
| Students have good opportunities again to access learning in settings wider than the school | O and A opportunities to be reintroduced for KS3 upwards |
| Comprehensive support for those with mental health needs are met through comprehensive  | Reports from Family Liaison Worker, parent feedback, Step On reduction of Restrictive Physical Intervention, Annual Review paperwork, Centre 33 counselling, Nurture UK training for key staff |
| Pupils have an increased level of support to develop their communication skills | Objects of reference re-introduced, individual communication needs met shown through Comm TA audit, Comm TA liaising regularly with SALT links. Individual and group sessions where needs are shown to be best met through this with Comm TA.  |
| To facilitate the sharing of information to learners with multisensory impairments | Intervener practitioners supporting students to engage in activities, observed interaction and sensory responses |

## 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: £22,334

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *CPD -* 3 Identified staff to complete intervener training in summer term 22 | Intervener practitioners supporting students to engage in activities, observed interaction and sensory responses.Levels of engagement shown through Engagement Steps on E4L, staff feedback and observations. | 3 |
| *CPD -* Training key and wider staff in Steps | Steps tutor training, and Step up training for key staff  | 1 |
| *Retention -* Communication TA in place | Objects of reference re-introduced, individual communication needs met shown through Comm TA audit, Comm TA liaising regularly with SALT links. Individual and group sessions where needs are shown to be best met through this with Comm TA. | 4 |

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

Budgeted cost: £28,978

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Structured interventions* - 2 staff to complete Nurture UK training | Increased level of mental health needs identified through parental feedback and annual reviews | 1 |
| *One to one support -* Subsidised music lessons for pupils eligible for PP and CiC | Attendance at music lessons, music assemblies and performances | 4 |
| *Structured interventions* - Purchasing a wider range of books for students in upper green and yellow pathway students | Wider range of books to access | 2 |
| *One to one support -* Music therapist delivering sessions for students face to face | Identified pupils are benefitting from Music Therapy, shown through E4 reports | 3 |

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

Budgeted cost: £22,574

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Att, beh & well being -* Family Liaison Worker in place and providing good quality support for families | Reports from Family Liaison Worker, parent feedback, annual review paperwork, views of leaders | 1, 3 and 4 |
| *Wellbeing & social development -* Pupils have an increased range of extra-curricular activities to access, increasing their wider skills, confidence and independence | Residential visits back in place and subsidised for pupils whom are eligible for PP and PP+ funding. | 4 |
| *Wellbeing -* Centre 33 counselling in place and supporting those who need it the most | Increased mental health needs in students returning to school shown through parental and teacher feedback. | 1 |

**Total budgeted cost: £73,886**

# 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 2020 to 2021 academic year.

| **Aim** | **Outcome** |
| --- | --- |
| Continuing specialist Communication support to address gap in LA provision in face to face delivery | Good overall progress in line with other areas, demonstrated in progress data and annual review commentary |
| Funding Family Liaison Worker role, aimed to address identified family difficulties | Support had many positive outcomes, though this year. Needs to continue |
| Play therapy, counselling, music therapist sessions to support pupils communication, attachment and emotional needs | Provision was successful. Continue into the next year |
| Continuing specialist Communication support to address gap in LA provision in face to face delivery | Good overall progress in line with other areas, demonstrated in progress data and annual review commentary |

## 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*

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| Programme | Provider |
| Individual Student Counselling | Centre 33 |

## Service pupil premium funding

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

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| --- | --- |
| Measure | Details  |
| N/A | N/A |
| N/A | N/A |