# Pupil premium strategy statement

## School overview

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| School name | Highfield Ely Academy |
| Pupils in school | 124 (137 including LINC) |
| Number of disadvantaged pupils | 54 |
| Pupil premium allocation this academic year | £56,828 |
| Academic year or years covered by statement | 2020/2021/2022 |
| Publish date | Apr 2021 |
| Review date | Mar 2022 |
| Statement authorised by | Local Governing Body |
| Pupil premium lead | Adam Daw, Head of School |
| Governor lead | Lorna Robinson (interim) |

## Disadvantaged pupil barriers to success

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| Emotional literacy and disordered attachment needs, resulting in behaviour support needs |
| Families not accessing the community or enrichment activities with their children outside of school hours |
| Reduced progress in reading |
| Family difficulty in supporting transition Post 16/18/25 |

## Strategy aims for disadvantaged pupils - academic achievement

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| --- | --- | --- |
| **Aim** | **Evidence of impact** | **Target date** |
| KS4 students have a comprehensive range of options, including qualifications and accreditations to choose from in KS4 (also with LECA and Highfield Littleport). | Offer in place and annual reviews show that choices have been made from this | July 2022 |
| 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 | Dec 2021 |
| Consistency in reading approaches evident throughout the school | Progress is consistently “as expected” or better in reading.  Consistent approach is demonstrated through learning walks, progress data etc | July 2022 |

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| --- | --- | --- |
| **Aim** | **Evidence of impact** | **Target date** |
| Mental health and wellbeing of students is good and supportive action takes place where it is not | Disadvantaged pupils accessing relevant therapies and benefitting | Mar 2022 |
| Students are able to self-regulate with little or no support (as appropriate). Achieved through embedding of “Zones of Regulation”. | Reduced number of “crises” in school and reported by parents/carers outside school | July 2022 |
| Pupils have an increased range of extra-curricular activities to access, increasing their wider skills and engagement in life. | Engagement/uptake in residential trips and other extra-curricular activities | July 2022 |

## Teaching priorities for current academic year

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| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Review range of qualifications and accreditations. Buy in additional resources as appropriate. |
| Priority 2 | Buy in “Talentino”, and enable time for student interviews/prep/transition visits etc. |
| Priority 3 | Embed newly developed Reading strategy across school |
| Barriers to learning these priorities address | Qualifications relevant to the world of work  Access to careers and related WRL experiences  Difficulties with reading |
| Projected spending | Approx £16,000 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 1 | Access to Music therapy, Play therapy, Hydro therapy, Lego therapy, Nurture room and School Counsellor as appropriate. |
| Priority 2 | Training and ongoing re-training of all staff on Zones of Regulation to embed use. |
| Priority 3 | Arrangement of residentials (Longtown. Nene Park) and day trips when restrictions allow. |
| Barriers to learning these priorities address | 1 – Mental health of pupils  2 – Engagement in life/experiencing different activities |
| Projected spending | Approx £40,000 |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Planning time for Dept Leads/teachers to co-ordinate  Ensuring “embeddedness” of reading strategy | Actively organise time for Leaders to meet  Timetable reading “learning walks” and follow through any identified issues |
| Wider strategies | Training time for “Zones”  COVID restrictions | Allocate time on Training days and allow discussion time at Leadership meetings  Make initial enquiries and visit when possible, risk assess access to the centres |

## Review: last year’s aims and outcomes

| **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 |