# Pupil premium strategy statement – Highfield Ely Academy

## School overview

|  |  |
| --- | --- |
| School name | Highfield Ely Academy |
| Pupils in school | 124 |
| Number of disadvantaged pupils | 56 |
| Academic years covered by statement | 2022/23 to 2025/26 |
| Publish date | November 2023 |
| Review date | June 2024 |
| Statement authorised by | Local Governing Body |
| Pupil premium lead | Adam Daw, Head of School |
| Governor lead | Lorna Robinson |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74,324 |
| Recovery premium funding allocation this academic year | £50,670 |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £124,994 |

## Statement of intent

|  |
| --- |
| Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise that living with a learning or physical disability is made even more challenging where families are financially disadvantaged. We do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:   * Ease of access to services such as counselling and other therapies * Social opportunities (with peers or family)   At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad, balanced and bespoke curriculum.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.  Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Difficulties with emotional literacy (affecting behaviour/relationships/independence/access to employment/work experience) |
| 2 | Difficulties with communication (affecting behaviour/relationships/independence/access to employment/work experience) |
| 3 | Families not as able to access the community or enrichment activities with their children outside of school hours |
| 4 | Disordered attachment, resulting in behaviour support needs (affecting behaviour/relationships/independence/access to employment/work experience) |

## 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 |
| 1 | Improved emotional literacy in individual students who have previously found this difficult. | Student successes will be on an individual basis. Staff will commonly use language of Zones of Regulation. Reduced behavioural incidents seen in tracking. Changes from “dangerous” to “difficult” behaviour for individual students. Zones of Regulation understood by parents/carers. All assessed through Evidence for Learning and the Annual Review process |
| 2 | Pupils across all Pathways can use a range of communication methods to aid their understanding and to develop expressive and receptive communication skills. | Student successes will be on an individual basis. Annual Review and progress reviews will show that most students are making good progress in communication outcomes. |
| 3 | Disadvantaged pupils will access all extra-curricular and off site activities that their non-disadvantaged peers do. | Success will be seen in take up of places and participation. Learners will develop cultural capital and strengthen relationships with peers and adults. |
| 4 | Disadvantaged pupils with behavioural needs will lessen the frequency and intensity of behavioural incidents, allowing them to better access the curriculum and life after Highfield. | Reduced behavioural incidents seen in tracking. Changes from “dangerous” to “difficult” behaviour for individual students. Engagement in work experience in Uppers, transition to FE/next steps. |

## 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

Budgeted cost: **£2000**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole-staff training on Makaton (£2000) | A great deal of research has been conducted to test the effectiveness of using signs and symbols to help people communicate and develop language and literacy skills. <https://makaton.org/TMC/TMC/About_Makaton/Research.aspx> | 2 |

### Targeted academic support

Budgeted cost: **£59,954**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of Communication Specialist TA to run and plan Communication strategies across our three Pathways (£27,694) | Annual review paperwork, pupil voice, parent/carer voice, progress data, experience from other Special schools. | 2 |
| TEACHH and Brick Therapy Provision (£32,260) | TEACHH has helped many of our learners access learning and make progress in a place and manner that suits their needs. It helps reduce anxiety and behavioural incidents (as a by-product).  Brick Therapy (formerly Lego Therapy) allows students to interact and communicate with peers in a safe, predictable and ordered way. | 4  2 and 3 |

### Wider strategies

Budgeted cost: **£77,276**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Running of “Roots” provision to support attachment, develop emotional literacy and behavioural responses (£33,325) | Annual review paperwork, pupil voice, parent/carer voice, progress data.  <https://www.nurtureuk.org/journal/volume-8-2022/> | 4 |
| Employment of School Counsellor for one full day each week. To support students’ emotional wellbeing in KS3/4 (£7000) | Internal data (engagement/behaviour/wellbeing), student voice, parent/carer feedback | 1 and 4 |
| Provision of Play Therapist (£6000) | Internal data (engagement/behaviour/wellbeing), staff feedback, parent/carer feedback  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/> | 1 and 4 |
| Music Therapist (£27,251) | Internal data (engagement/behaviour/wellbeing), staff feedback, parent/carer feedback  <https://www.nordoff-robbins.org.uk/research/resources/> | 1 and 4 |
| Funding for extracurricular trips and activities (£3700) | Parent voice/students voice/Evidence for Learning/Engagement data | 3 |

**Total budgeted cost: £137,230**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| We analysed the outcomes for our school’s disadvantaged pupils during the 2021/22 academic year using our own internal assessments, feedback gathered during parent/carer consultations, student voice and the annual review mechanism.  Due to the nature of our students’ very individual needs it is not always reliable to make judgements based on groupings such as age, gender or socio-economic factors. However, we do recognise that any barriers we can remove can only help our learners, and our disadvantaged students face more barriers than others.  Our students have *such* a wide range of needs that we do not tend to evaluate them in terms of chronological age or “Primary” and “Secondary”. However, what we do see across **all** age ranges are improved outcomes in communication; socialisation; physical mobility, and knowledge, understanding and skills.  We have found that disadvantaged students who experienced access to funding and interventions in our previous Pupil Premium strategy all made progress towards their outcomes at least as well as their non-disadvantaged peers. Almost all of our pupils go on to make excellent progress from their starting points and into adult life (we know this as we keep in touch with them). Over the years, only a tiny number of learners become NEET and we work very hard to avoid this by spending our Pupil Premium effectively. |