

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Highfield Littleport Academy
Pupils in school	124
Number of disadvantaged pupils	56
Pupil premium allocation this academic year	£66,740
Academic year or years covered by statement	2021 and 2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Yvonne Skillern, Head of School
Governor lead	TBC

## Disadvantaged pupil barriers to success

Emotional literacy and disordered attachment needs, resulting in behaviour support needs and difficulties with emotional regulation, difficult and dangerous presenting behaviours
Higher than national social deprivation in families at Highfield Littleport

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
KS4 students have a comprehensive range of options, including qualifications and accreditations to choose from in KS4 with LECA and Highfield Ely.	Offer in place and annual reviews show that choices have been made from this	Dec 2021
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 set up and reviewed. More than 80% of learners progress to chosen college courses	July 2022
All PP pupils make at least expected progress in Maths	Progress data. Ongoing subs Purple Mash, Mathseeds interventions	December 2021

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

Aim	Evidence of impact	Target date
Mental health and wellbeing of students and staff is at least good taking into account the impact of COVID and that supportive action takes place where it is not	Reports from Family & Student support worker, 2 x ELSA practitioners trained, Play & Art based therapy, Music therapy, Blue Smile shows no discernible different overall with reports pre COVID – (intervention on an individual needs basis/case studies)	April 2022
Pupils have an increased range of extra-curricular activities to access, increasing their wider skills, confidence and independence	Music lessons – 90% of students confident to engage in performance, Forest Schools for KS2 Yellow 80% of students demonstrating increased independence in classroom through Preparing for Adulthood outcomes	Music lessons – Sept 2021 Forest Schools – September 2021
Support for families in managing challenging behaviour and circumstances at home	Family and Student Support Worker	September 2021
Support for extracurricular activities including the annual residential trip	Pupils taking up residential for KS2 & KS3 – 100% of spaces filled. Pupils are able to share their experiences and develop social skills that will stay with them for life	Residentials – July 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Review range of qualifications and accreditations in line with Pathways KS4 offer. Buy in additional resources as appropriate
Priority 2	Buy in Talentino, and time for student interviews. Set up individual work experience programmes in line with school careers plan.
Priority 3	Continue to buy in Mathseeds and Purple Mash. Monitor progress for PP pupils within this
Barriers to learning these priorities address	1 – Small numbers of students mean less choice 2 – WRL provision needs developing in line with HEA and student aspiration for the world of work.

	Ensure wide range of provision tailored to meet need despite covid restrictions 3 – Identified gap in maths progress for some pupils
Projected spending	£44,240

### Wider strategies for current academic year

Measure	Activity
Priority 1	Set up ELSA work with pupils. Co-ordinate reports and use to ascertain how mental health is compared to pre Covid.
Priority 2	Identify residential centre for KS2 & KS3+ age group. Identify pupils for music lessons, procure music teacher time, purchase musical instruments, timetable and monitor pupil access to the sessions Allocation of Forest Schools provision to targeted Yellow pathway group
Priority 3	School trips, cooking activities, sensory play activities, wider creative activities
Barriers to learning these priorities address	1 – Mental health of pupils mainly due to COVID, but also present previously. 2 – The curriculum could benefit from widening extra curricula opportunities
Projected spending	£22,500

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Planning time for Dept Leads from each school to co-ordinate this work.</p> <p>Timetabled sessions for Maths may not be regular and address the progress needs identified</p> <p>Learning walks to identify Maths teaching provision</p>	<p>Actively organise time for Leaders to meet</p> <p>Timetable audit and follow through of any identified gaps</p>
Wider strategies	<p>Timetabling for ELSA and music sessions</p> <p>Ensure supervision is in place for ELSA and Therapy based roles to ensure they are working to the best of their abilities</p> <p>COVID a challenge for visiting centres</p>	<p>Allocate a leader to oversee timetabling</p> <p>Emotional Health and Wellbeing Service and Leader to be put in place. Supervision in place on a needs basis</p> <p>Make initial enquiries and visit when possible. Allocate a leader to oversee this provision</p>

## Review: last year's aims and outcomes

Aim	Outcome
Increasing specialist Communication support to address gaps identified in annual reviews and progress data	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 we are developing this role into a student and family worker one to join up school and home more
Play based therapy sessions to support pupils early communication, attachment and emotional needs	<p>Felt the provision was successful, though interventions including these need to be tied up more in assessment of progress. Continue into the next year.</p> <p>Extend provision to different areas to link in with students interests (Art).</p>
Individual Music lessons for students	Due to Covid this was restricted, development took place within class provision however this is now to be extended so that it is more targeted to pupil need.