

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

Detail	Data
School name	Highfield Littleport Academy
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	45.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/2020 2020/2021 2021/2022
Date this statement was published	05/11/2021
Date on which it will be reviewed	July 2022
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	£66,740
Recovery premium funding allocation this academic year	£17,690
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	£84,430

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 are their next best steps. 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.

In feedback throughout lockdowns and in returning to school, parents wanted their child/ren to return to school, settle back into a good routine, have their mental health and anxiety needs met, and enjoy learning again rather than have extensions to the school day, intensive tuition and so on. So this is what we focused on. In addition we recognised that pupils hadn't had the opportunities to read and we also needed to address that.

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 regulations, difficult and dangerous presenting behaviours
2	Higher than national average social deprivation in families at Highfield Littleport
3	Poor communication and social interaction skills due to isolation and lockdown
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
To raise the aspirations of students to engage them in a comprehensive range of options, including qualifications and accreditations to choose from in KS4 with LECA and Highfield Ely in order to facilitate a route into education and employment. (challenge 2)	Offer in place and annual reviews show that choices have been made from this. Students' progress to employment, apprenticeships or other relevant provision. Measured through tracking of leavers destinations, pupil voice aspirations before and after. Achievement of transition and next step EHCP outcomes.
Specialist worker to support young people in engaging in meaningful work related learning linked to their hopes and ambitions. (challenge 2)	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
All PP pupils develop the mathematical knowledge, skills and understanding in order for them to achieve EHCP outcomes in Maths (challenge 2)	EHCP progress summaries, engagement levels in teaching and learning observed in lesson observations. Ongoing subscriptions Purple Mash, Mathseeds interventions with internal data to demonstrate how knowledge gaps have been addressed.
All PP students develop their fine, gross motor and practical skills, including qualifications related to practical activities outdoors to enhance their cultural capital and gain a greater understanding of the outdoors (challenge 4)	Outdoor Learning and horticulture offer in place for learners in all pathways with high levels of engagement and progress in Science learning and enquiry. This is evidenced by lesson observations, percentage participation and leavers

	destinations. An increase in attendance and reduction in behaviour incidents.
Mental health and wellbeing of students is effective at supporting the therapeutic STEPS interventions already in place (challenge 1)	Reports from Family & Student support worker, parent feedback, 2 additional ELSA practitioners, Step On reduction of Restrictive Physical Intervention, Annual Review Reports
Communication opportunities provided within all environments to facilitate communication, interaction and wider social opportunities (challenge 3)	Communication boards in specialist rooms, playgrounds and communal areas observed being used on a regular basis, modelling by staff on a daily basis, increased levels of interaction during playtimes, engagement levels increased (Blue and Green pathway), staff modelling Makaton signing consistently and correctly. Students initiating communication within environments outside of the classroom. This is demonstrated within lesson observations and Annual Review comments from parents.
To facilitate the sharing of information to learners with multisensory impairments (challenge 2, 3)	Intervener practitioners supporting students to engage in activities, observed interaction and sensory responses
Enhanced awareness of sensory needs of students and personalised interventions and plans in place (challenge 2, 3)	Sensory assessments and interventions in place for learners with observations of learning and case studies to demonstrate the impact of this.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD</i> - Complete ELSA training for additional 2 Staff members</p> <p>Organise increased referral format for additional students who require ELSA intervention</p> <p>Purchase ELSA resources</p> <p><i>Retention</i> - Team ELSA supervision</p> <p>Cover costs for ELSA x 3 members of staff</p>	<p>Reduced RPI and behaviour incidents, more positive engagement in classroom life.</p> <p>Social and emotional learner support. Completion of training January to July. Focused identification of needs through teacher judgement and screening tools such as Boxall Profile and Fagus assessments. Supervision for leaders in order for them to share resources and ensure that they are appropriately supported to deal with the emotional needs they may face.</p>	1
<p><i>CPD</i> - 3 Identified staff to complete intervener training</p> <p>Targeted support for students according to multisensory impairments</p>	<p>Levels of engagement, staff feedback and observations.</p> <p>Increased engagement and support for students with multisensory impairments promoting more access to the curriculum through increased targeted support.</p> <p>Intervener practitioners supporting students to engage in activities, observed interaction and sensory responses</p>	3
<p><i>CPD/R&R</i> - Enhanced awareness of sensory needs of students and personalised interventions and plans in place</p>	<p>Students have comprehensive sensory profiles generated in order to support their needs and promote classroom engagement.</p> <p>Sensory assessments and interventions in place for learners</p>	3

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

Budgeted cost: £4,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one</i> - KS4 students have a comprehensive range of options, including qualifications and accreditations to choose from in KS4 with LECA and Highfield Ely.	Increased numbers of students studying qualifications at or alongside LECA students. 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

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

Budgeted cost: £40,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing</i> - 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)	1
<i>Wellbeing and behaviour</i> - 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 and offer in place for all pathway students to access outdoor education, 80% of students demonstrating increased independence in classroom through Preparing for Adulthood outcomes	1 2 3 4
<i>Behaviour</i> - Support for families in managing challenging behaviour and circumstances at home	Family and Student Support Worker engagement with families and parental feedback.	1 2

<i>Wellbeing</i> - 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	2
<i>Wellbeing and behaviour</i> - Mental health and wellbeing of students is at least good supporting the therapeutic STEPS interventions already in place with counselling	Counselling reports, observations from therapies, reduction in behaviour incidents and RPI, pupil voice surveys. Group counselling sessions set up and K9 counselling.	1
<i>Communication</i> - Opportunities provided within all environments to facilitate communication, interaction and wider social opportunities	Communication boards in specialist rooms, playgrounds and communal areas observed being used on a regular basis, modelling by staff on a daily basis, increased levels of interaction during playtimes, engagement levels increased (Blue and Green pathway), staff modelling Makaton signing consistently and correctly	3 4

Total budgeted cost: £84,430

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
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. 4 students who had episodes of care paused with SALT had continued communication input to reinforce skills
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. 20% of families supported to complete DLA applications successfully.
Play based therapy sessions to support pupils early communication, attachment and emotional needs	Felt the provision was successful, though interventions including these need to be tied up more in assessment of progress. Continue into the next year. Extend provision to different areas to link in with students interests (Art). Need to record interventions directly on Evidence for Learning software to link up needs and intervention with a half termly review.
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.

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 and Group Counselling	Blue Smile
Individual Student Counselling	Centre 33

Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contribution towards trips and Family Worker
What was the impact of that spending on service pupil premium eligible pupils?	Readily available support from Family Worker rather than accessing other services, Access to residential trips despite difficulties with families deployments.