

## Pupil premium strategy statement

1. Summary information					
School	Highfield School				
Academic Year	19/20	Total PP budget	£68,255	Date of most recent PP Review	Summer term 2019
Total number of pupils	193	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress towards IEP targets (Cognition / Communication)	Pupils achieves 75% or more of IEP targets	Non-PP students are in line with their PP peers
Accreditation at KS4 English	Awaiting accreditation	
Accreditation at KS4 Maths	Awaiting accreditation	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Behaviour and social communication
B.	Communication
C.	Independence skills
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Students on the semi-formal curriculum route will demonstrate progress towards their EHCP outcome for cognition and communication</p> <p>Students will demonstrate progress towards their individual Outcome target with a focus on cognition.</p> <p>Demonstration of progress through IEP/MAPP target in the areas of: Independence Maintenance</p>	Students will engage with adult support in a range of short tasks with a learning focus on cognition or communication.

	Fluency Generalisation	
<b>B.</b>	<p>Students will improve their independence skills through accessing the community education sessions on a weekly basis measured through:</p> <p>Golden Thread folders IEP targets (Independence skills)</p>	Students will meet their personal IEP / EHCP outcome for independence and demonstrate an ability to undertake a range of skills/activities independently.
<b>C.</b>	<p>Improve the cognition and communication attainment of students accessing the formal curriculum through:</p> <p>Functional skills accreditation at year 9+ Teacher assessment through Golden Thread folders Individual progress towards IEP/EHCP outcomes for Cognition and communication Individual teacher assessment recorded on Squared (English and Maths) Individual intervention sessions for identified students with learning mentor</p>	<p>Students progress will achieve certificates in functional English and Maths at E1-L1 from year 9+</p> <p>Progress of disadvantaged students will match or exceed students who are not disadvantaged.</p>
<b>D.</b>	<p>Pupil levels of challenging behaviour as a result of their social communication difficulties to be reduced measured through</p> <p>Behaviour plans CPOMs reports IEP/EHCP outcomes - Social, emotional and mental health focus Individual and small group support from behaviour for learning team (The Hut)</p>	Students levels of challenging behaviour difficulties to be reduced to enable learning to take place, anxiety levels to be managed, students to be happy and incidents of harm to self and others to be minimal.

## 5. Planned expenditure

Academic year

2019/2020

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students on the semi-formal curriculum route will demonstrate progress towards their EHCP outcome for cognition and communication</p> <p>100% of pupils on the semi-formal curriculum will access offsite enrichment to improve engagement in learning</p>	<p>RDA – weekly access to RDA sessions (Y8)</p> <p>Swimming – Weekly access to swimming at a public pool (all)</p> <p>Mini Bus – weekly sessions to access the local community</p> <p>Access to the STRIDE theatre group sessions to increase verbal communication</p>	<p>Qualified riding instructors provided weekly verbal feedback and end of phase report for each student</p> <p>Qualified teacher to provide swimming sessions and assess development and progress (certification and badges)</p> <p>Highfield teacher plan prepare and deliver bespoke offsite learning opportunities additional Teaching assistants employed to support the sessions</p>	<p>Ks3 AHT will monitor the quality of the provision on a termly basis for swimming and RDA</p> <p>The TLR will meet with semi-formal curriculum teaching staff to evaluate the quality of offsite opportunities – monitored through planning. This is also monitored by SLT.</p>	<p>Semi – Formal TLR</p> <p>AHTs</p> <p>Headteacher</p>	<p>Regular reviews</p> <p>Termly assessment</p> <p>Annual reports</p>
<p>Students will improve their independence skills though accessing the community education sessions on a weekly basis</p> <p>100% of Pupil Premium students will at least match if not exceed progress of those not on Pupil Premium.</p>	<p>Weekly 2-hour session into the community</p> <p>Additional staffing to support specific teaching of independence skills</p> <p>Additional support for the teaching of functional literacy and numeracy</p>	<p>Staff with experience of teaching and supporting students with SLD planning implementing a school developed community education Programme of study.</p> <p>Assessment of the skills learnt through Golden thread / MAPP / EHCP/IEP outcomes and teacher assessment to inform planning next steps</p> <p>Assessment of maths and English skills through BSquared updated termly</p>	<p>SLT monitor planning and content being delivered.</p> <p>SLT monitor Golden Thread and assessment or outcomes. (IEP and MAPP)</p> <p>TLR maths and English monitor the progress of maths and English on BSquared through accreditation – SLT monitor</p>	<p>TLR Maths and English</p> <p>SLT</p> <p>Headteacher</p>	<p>Regular reviews</p> <p>Planning Termly</p> <p>Assessment ½ termly</p> <p>Annual reports</p>

<p>Improve the cognition and communication attainment of students accessing the formal curriculum</p> <p>100% of Pupil Premium students will at least match if not exceed progress of those not on Pupil Premium</p>	<p>Class based teaching of cross curricular English and maths in KS3</p> <p>Specific taught sessions of English and maths in KS4 by subject specialists</p> <p>Functional skills teaching across the whole curriculum of English and maths</p> <p>Access to the STRIDE theatre group sessions to increase verbal communication</p>	<p>Staff with experience of teaching and supporting students with SLD planning implementing a school developed cognition and communication Programmes of study. (focus English and Maths)</p> <p>Class teacher sets cognition and communication EHCP outcomes with SENCO and IEP targets for the students</p> <p>Specific skills are taught inline with students gaps identified in the EHCP / IEP</p> <p>Whole school planning identifies links to teaching of functional skills</p> <p>1:1 and small group communication intervention with trained HLTA – Input and support from Speech and language therapist</p>	<p>Programmes of study monitored by SLT</p> <p>SLT monitor planning and content being delivered.</p> <p>SLT monitor IEPS (cognition and Communication) (Golden Thread)</p> <p>TLR maths and English monitor the progress of maths and English on BSquared through accreditation – SLT monitor – Formal classes</p> <p>AHT with communication responsibility monitors the implementation and impact of the delivered interventions</p>	<p>TLR Maths and English</p> <p>SLT</p> <p>Headteacher</p>	<p>Regular reviews</p> <p>Planning Termly</p> <p>Assessment ½ termly</p> <p>Annual reports</p>
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<p>Pupil levels of challenging behaviour as a result of their social communication difficulties to be reduced</p> <p>80% of students will have a reduction of behaviour incidents in comparison the previous years recorded data.</p>	<p>Planned interventions with the behaviour for learning team</p> <p>Specific teaching of behaviour and social skills across the curriculum</p> <p>Breakfast club</p> <p>RDA (Y8)</p> <p>Practical learning activities</p> <p>Access to the STRIDE theatre group sessions to increase verbal communication</p>	<p>Staff with experience in supporting students with SLD / SEMH and Autism plan and deliver bespoke interventions</p> <p>Whole school planning identifies links to teaching of social skills and behaviour</p> <p>Students who have not eaten before school can access breakfast to ensure their physical needs are met before engaging in learning</p> <p>Qualified riding instructors provided weekly verbal feedback and end of phase report for each student</p> <p>Highfield teachers plan prepare and deliver bespoke offsite and practical learning opportunities additional Teaching assistants employed to support the sessions</p> <p>Planned vocational alternative learning in place for identified students</p>	<p>AHT with behaviour responsibility monitors the implementation and impact of the delivered intervention</p> <p>SLT monitor planning to ensure students needs are identified and supported</p> <p>Assessment of SEMH through specific EHCP outcomes and IEP/MAPP targets (Golden Thread)</p> <p>Ks3 AHT will monitor the quality of the provision on a termly basis for swimming and RDA</p> <p>SLT monitor planning to ensure any practical activities are planned effectively to meet the needs of the students</p> <p>SLT monitor the quality of the provision in place (Elite)</p>	<p>SLT</p> <p>Headteacher</p>	<p>Regular reviews</p> <p>Planning Termly</p> <p>Assessment ½ termly</p> <p>Annual reports</p>
<b>Total budgeted cost</b>					£68,255

6. Review of expenditure				
Previous Academic Year		2018/19		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils to make measurable progress in their development of their communication skills both within and out of the school environment	Wave 3 interventions – communication Speech and	Good or better progress has been made in speaking, listening and communication (BSquared)	Review total communication approach across all classes to ensure wave 1 and 2 provision is secure and that communication needs are met across all subjects by all teachers.	Total cost - £54066.58 From PP budget - £35265.08
Pupils and parents to overcome the barriers to learning. Parent accessing all avenues of support to enable them to be able to give time to support their child's education, e.g short breaks, finance, family learning course, attending meetings in school, trips with student's during term time with PSA to provide parents with respite	Parent support advisors ( x3 )	PSAs continue to give enhanced levels of support to a number of parents and families, many of whom are in receipt of PP. Support can include securing short breaks, parents views, transporting parents, coffee mornings, home visits, trips with the student's during the holidays to offer family respite, information gathering for parents.	Continuation of the role	Total cost £73289.09 From PP budget £27799.29

<p>A more varied curriculum offer, listening to pupil voice about what they are interested in and in line with their wants a Pupils gain meaningful accreditation in subjects which they voice having interest in pursuing as a career such as construction Continue to offer this into P16 or sign post to colleges where students can have the opportunity to gain a higher qualification in shared in their EHCPs reviews.</p>	<p>Alternative provision</p>	<p>Pupils gain meaningful accreditation in subjects which they voice having interest in pursuing as a career such as construction and motor vehicles.</p>	<p>Continue to offer this into P16 or sign post to colleges where students can have the opportunity to gain a higher qualification in their chosen field. Support work experience in their chosen areas of interest.</p>	<p>Total cost £22 150.67</p>
<p>All children ready to learn on arrival to lessons. Pupils arriving settled to school. Pupil development of social skills, communication, choice making and independence</p>	<p>Breakfast club</p>	<p>Students are less dysregulated and go to lessons ready to learn, breakfast club provides the opportunity to talk with peers and improve communication skills and self-regulate.</p>	<p>Continue to offer the breakfast club</p>	<p>Total cost £ 2756</p>
<p>All children to have access to a rich and varied curriculum through real life experiences.</p>	<p>Trips and visits This includes, horse riding, residential</p>	<p>Students have a wide range of rich curriculum experiences some of which also help to prepare them for adult life and support their understanding of the curriculum through real experiences and events.</p>	<p>To continue to offer a range of real-life experiences linked to the schools curriculum to support improving pupil outcomes</p>	<p>Total cost £13 550.59 From PP budget – £ 6906.50</p>

<p>Pupils struggle to engage in Positive relationship and Healthy relationship, keeping safe due to lack of understanding and impaired communication skills</p>	<p>Sex and relationship education with Stride Theatre</p>	<p>Students have an increased awareness through the programme of what is a healthy and positive relationship, increase in positive attitudes to LGBT groups</p>	<p>To continue and maintain, support pupils in generalising learning so they can apply it in social contexts out of school</p>	<p>Total cost - £8050 From PP _ £4241.50</p>
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