

Pupil Premium Strategy Statement: Highfurlong School 2020-2021

1. Summary information					
School	Highfurlong School				
Academic Year	2020-2021	Total PP budget	£51,085	Date of most recent PP Review	November 2020
Total number of pupils	101	Number of pupils eligible for PP	25 (Primary), 15 (Secondary), 3 (LAC) 3 (Post Lac) 46 total	Date for next internal review of this strategy	July 2021

2. Current attainment	
Each pupil has an individual learning pathway which is evaluated half termly. Progress is evidenced through BSquared, External Accreditation results, Seesaw and Personal Development Files.	
<p>Analysis</p> <p>The learning needs and barriers to progress for pupils at Highfurlong are unique to the individual pupil, therefore we focus on each child's aspirations, barriers and strategies to target interventions and support. Each pupil's Education and Health Care Plan, Annual Review and Pupil Premium Case Study / Impact Statement, and Personalised Learning Plans outlines their progress and identifies barriers to learning and interventions.</p>	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Ensuring the highest quality teaching and use of personalisation within a small school context. This will include remote learning opportunities and any associated technology for children to access from home.
B	Communication and interaction difficulties, non-verbal, limited language and understanding, social communication difficulties – the majority of our learners need additional support with communication including AAC and social use of language
C	Sensory support – many of our pupils have sensory processing issues and challenges which need to be supported and managed to ensure they are regulated and ready to learn

D	Social, emotional and independence skills – our pupils need support in developing social, emotional skills in order to be able to generalise the skills to support increased independence within the community.	
E	Wellbeing – pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices. Especially in response to COVID-19, students will need support with: <ul style="list-style-type: none"> • the transition back to the classroom • approaching mental health and wellbeing needs • practical steps that will enable pupils to feel safe again • rebuilding resilience and hope into school and local communities 	
External barriers		
F	Poor attendance due to complex medical issues. (average attendance for pupils eligible for Pupil Premium funding is 88.8 % compared to the school average of 91.7 %) 57% of pupils in PA are Pupil Premium children (2018/19 figures)	
G	Communication and behaviour strategies not always being used at home and independence not fostered within families	
H	Extra-curricular opportunities beyond the school environment being inaccessible	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress of all PP pupils. Refer to EHCP and Annual Review documentation for individual pupil level analysis of progress.	Pupils make above or at least expected progress.
B	Improve communication – pupils able to use AAC as means of communication to aid their understanding and expressive communication skills. All pupils will have an effective method of communication appropriate to individual needs and will use these skills for social interaction.	Pupils will make progress in communication measured by a range of assessment tools. Pupils will demonstrate confidence and improved independence using AAC. Pupils make expected progress in line with non PP peers.
C	To further develop sensory strategies including sensory diets, resources and equipment which are accessed by pupils with sensory processing difficulties in order to overcome barriers to learning for some PP pupils	Sensory diets are embedded into the school day. Staff will have enhanced skills and resources to use sensory

		strategies for PP pupils in their class or group. Pupils are achieving their individual targets across the curriculum
D	Increased independence – pupils to develop independence to extend and hone their overall skills in preparation for the next phase of their education and life	Achieve success in their PSHE and Citizenship IEP targets. Achieve success in externally accredited programmes of study (as appropriate)
E	To increase well-being – pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices	<p>Pupils are able to participate in a wide range of in school / outdoor /offsite learning activities.</p> <p>Pupils will be able to describe their hopes and aspirations for the future at an appropriate age level.</p> <p>PP pupils wellbeing will improve, reporting they are happier in school.</p>
H	To provide funding and access places for PP children in extracurricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the ‘whole child’ and put them on an equal footing with non-PP children

5. Planned expenditure

Academic Year

2020/21

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.

I. 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?
A. Individual pupil progress is identified and tracked within their learning pathway.	Evidence for learning	Each pupil has unique needs for learning and personal development. It is essential to highlight and demonstrate individual progress is relevant and meaningful to each individual.	Monitoring of appropriate SMART targets within the individual learners pathway and Personalised Learning Plans. Moderation – both internal and external.	SLTJS	Ongoing. Documented every half term
A. Maximise learning opportunities for pupils to make at least expected progress (general classroom and individual resources / uniform / personal care resources)	High staffing ratio. Specialist Support for communication TA Time Additional staffing in place. Specialist CPD/ INSETS for all staff Professional development focussed on improving pupil outcomes and supporting key school priority areas	Well –trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual needs. Improved understanding will lead to improved outcomes	Analysis of progress relative from starting points and in line with their peers. Monitoring of lessons and assessment data Staff appraisals	SLT MB	Ongoing. Documented every half term

	In November 2020, each PP student will be bought a new iPad.	This allows for continued use of their iPads for the upcoming years of education, with new updated technology, which permits internal software upgrades when Apple introduce them.	PP funds have been used to purchase a three years subscription to Jamf software which allows school to control the access and download rights to each iPad. This in turn ensures greater control over school resources including the ability to remotely wipe devices if necessary. The new iPads also enable Highfurlong to utilise the older PP iPads to support remote learning for those students who would otherwise not have accessible technology.		
Total Budgeted cost				£22,000 Specialist SALT £14,000 ICT equipment £6200 whole school initiatives and CPD opportunities =£42200	
II. Pupil Premium Targeted support					
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>B. Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication (AAC/Communication)</p>	<p>Resources Training Specialist Support for communication TA Time Low and high tech AAC equipment and methodologies; including Communication Passports, PECS, Ipad Apps, intensive interaction, eye gaze, various switches, e tram frame etc.</p>	<p>Communication is a key focus area for Highfurlong access to appropriate personalised communication resources, AAC and ICT is essential for our learners.</p> <p>Communication widens opportunities and gives pupils choice and control, this is a basic right and a focus for our learners.</p> <p>Evidence from past success and information advice and guidance from CAAT.</p>	<p>Ongoing teacher assessment, Communication Team reports and pupil progress meetings.</p> <p>Monitoring of lessons.</p> <p>Relevant training available to staff.</p> <p>Input from CAAT</p> <p>Training</p> <p>Collaborative Meetings</p> <p>Annual Reviews</p>	<p>SLT SaLT Communication Team</p> <p>Class Teachers and CAAT</p>	<p>Ongoing every half term</p>
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<p>C. Reduced challenging behaviours and anxieties, so pupils are on task for learning.</p> <p>(Sensory resources)</p>	<p>Sensory Diets and support for wellbeing and resilience.</p> <p>Sensory diets for integration.</p> <p>Sensory Training Assessments Resources</p> <p>Review Behaviour for Learning Planning</p>	<p>Strategies are planned for individual pupils. Past experiences / Shine Therapy / Intensive Interaction / Mindfulness and wellbeing resources.</p> <p>A large percentage of pupils struggle to self regulate their sensory input. The pupils need support to be ready to learn and with the appropriate</p> <p>Resources in place each individual learner will be able to engage fully with opportunities to learn.</p> <p>Improved engagement levels and behaviour for learning.</p>	<p>Regular reviews and updates Staff training</p> <p>Learning walks and observations</p> <p>Monitoring of support for learning plans</p> <p>Links to Shine Therapy and The Linden Centre at Trinity Hospice</p>	<p>SLT DIS</p>	<p>Ongoing every half term</p>
<p>D. Improve access to learning and develop functional core skills and skills for life</p>	<p>ICT equipment / resources Access equipment</p>	<p>Pupils show great interest and promote their independence with the use of ICT, especially iPads. functional apps and programmes, VR headsets can increase engagement levels and skills development</p>	<p>Regular evaluation of progress in lessons and next steps of learning.</p> <p>Staff training Learning walks and observations</p>	<p>SLT MB Class Teachers</p>	<p>Every half term</p>

<p>E. Broaden experiences of local community, social opportunities and places further afield.</p> <p>Social, independence, and life skills opportunities Building confidence and resilience through new experiences beyond school and home. Positive development of existing and new relationships. Developing new skills and preparing for independence and life beyond school</p>	<p>Outdoor and off site learning.</p> <p>Ongoing opportunities to access after school clubs for example AIR, mini youth club, Samba, cooking and film clubs. To subsidise costs and provide transport as required. Input from Bounce Forward Team</p>	<p>Pupils independence and engagement levels have been shown to extend when away from their usual routines.</p> <p>Promoting enthusiasm for learning outside of the classroom. To raise confidence and self-esteem and promote friendships within and out of school.</p> <p>By extending the pupils life experiences with the aim of aspiring them to achieve.</p>	<p>Parents to be made aware of the funding available for this area</p> <p>Observation and feedback from student voice opportunities and School Student Council.</p> <p>The use of Seesaw will enable the sharing of successful opportunities with parents and increase engagement.</p>	<p>SLT JIS DIS JSH</p>	<p>Monitor at the end of every term</p>
<p>E. Increase in pupil's mental wellbeing and resilience.</p> <p>Happier pupils will lead to greater academic progress, allowing them to fulfill their potential despite the restrictions of the pandemic.</p>	<p>Continued support form Grief Recovery trained staff in school with the potential for new staff to be trained.</p> <p>Maintain close links with the support services offered by the Linden Centre at Trinity Hospice.</p>	<p>The pandemic has put a strain on the mental health of children in Blackpool due to sudden change in circumstances.</p> <p>If we can support our students through this challenging time then we can continue to develop confident and resilient learning.</p>	<p>I will maintain close contact with services and other agencies who provide support for our pupils.</p> <p>We already opt into the Linden Centre for their CASCADE and Schools LInk support and will be able to refer students who we feel would benefit from further counselling.</p>	<p>SLT DIS</p>	<p>Ongoing</p>
Total budgeted cost					<p>£8885</p>

III. Catch Up Premium

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
Increased rates of progress for pupils in Literacy and Numeracy	Evidence for learning data - Personal Learning pathways (PLP) Seesaw evidence of learning Resources sourced for individuals access to learning Training for staff Specialist Support for communication TA Time- 1-1 sessions	Each pupil has unique needs for learning and personal development. It is essential to highlight and demonstrate individual progress is relevant and meaningful to each individual pupil. Our data systems evidences where students require further support. The students require resources which suit their needs and abilities to remove any barriers for learning. Many students learn better with a 1-1 approach	Regular monitoring of data will be used to ensure students are making progress. Moderation of evidence of learning will take place every half term to share impact and make changes where needed. Staff will be provided with training and support. Learning walks and observation of delivery.	DIs JSh	Termly
Increased rates of progress in PSHE and Citizenship supporting personal development. Increase in independence skills and confidence.	External services- c Input from Bounce Forward Team Additional opportunities (if still applicable through COVID restrictions), including transport for pupils to access after school clubs for example AIR, mini youth club, Samba, cooking and film clubs (where possible).	Promoting enthusiasm for learning outside of the classroom, introducing pupils to new experiences and by extending the pupils life experiences with the aim of aspiring them to belong and achieve. To raise confidence and self-esteem and promote friendships within and out of school.	Bounce forward sessions will be added to our school calendar throughout the year, in advance. Teachers will work closely with bounce forward staff to ensure sessions are appropriate and will observe sessions. Parents of students who will benefit most from increased social interaction will be contacted regarding access to after school clubs and encouraged to allow their child to attend.	DIS JSH	Termly

<p>Phonics</p> <p>Additional teacher</p>	<p>Trips out of school to access the local community (where possible).</p> <p>To develop a bespoke phonics scheme which includes resources which all pupils at Highfurlong can access. This will be used across school and will be taught and used each and every day.</p> <p>To provide support to relieve SLT to monitor lessons and provide support across the school. To provide support for KS4 team in terms of teaching and learning including External accreditation. To release PP lead to spend time improve our use of PP.</p>	<p>To increase progress in phonics and reading throughout school which is a vital life skill.</p> <p>To provide training to upskill staff.</p> <p>To reduce staff workload by having an accessible scheme to hand.</p>		<p>£13,000</p> <p>£5240</p>	
Funding 19-20				£18, 240	

6. Review of expenditure

- I. Quality Teaching for All**
- II. Pupils Premium Targeted Support**
- III. Sports Premium**