

Pupil premium strategy statement

2021-22 Academic Year

This statement details Highfurlong'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	Highfurlong School
Number of pupils in school	110 pupils
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	31.01.2022
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Chantelle Altham
Governor / Trustee lead	Susan Strother

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,003 (Sept 21-March 22) £29731 (*estimated April -Aug 22)
Recovery premium funding allocation this academic year	£14,790 (*estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,700 (c/f 2020-21)
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	£92,224

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Highfurlong is to ensure all pupils, regardless of needs or circumstances, are able to make academic progress and achieve their potential. The learning needs and barriers to progress for pupils at Highfurlong are unique to the individual pupil, therefore we largely focus on each child's aspirations, barriers and learning 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.

Challenges

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

Challenge number	Detail of challenge
1	To provide consistent training opportunities across the wider teaching team leading to development of specialist knowledge in specific areas i.e autism, VI, sensory.
2	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
3	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
4	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.
5	Wellbeing - Pupils can have complex needs surrounding wellbeing post covid, Meaning pupils have difficulties making informed choices, and adapting to change. 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
6	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.
7	Communication and behaviour strategies not always being used at home and independence not fostered within families.

8	Extra-curricular opportunities beyond the school environment being inaccessible.
---	---

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. Sustained progress of all PP pupils. High quality teaching in all areas of the curriculum, with upskilled staff in specialist areas.	Attainment Data CPD staff logs Parental feedback in Annual Review. Improved attendance Seesaw evidence
2. Improve communication – pupils able to use different strategies 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.	Communication target data Attainment data Pupil and parent feedback. Pupil engagement Seesaw evidence
3. 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.	CPD Record Behaviour plans including sensory needs Attainment data Reduced number of behavioural incidents Seesaw evidence
4. Increased independence – pupils to develop independence to extend and hone their overall skills in preparation for the next phase of their education and life.	Attainment data Seesaw evidence Evidence of increased independence, e.g running school events
5. To support well-being and mental health needs – pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices.	Seesaw evidence Attainment data Reduced number of behavioural incidents Attendance/ engagement Staff CPD 1:1 Family support worker sessions Personal pathways Work related pathway Pupil and parent feedback

<p>6. To provide funding and access places for Pupil Premium children in extracurricular clubs and activities and trips, providing necessary equipment such as PE kits and transport.</p>	<p>Attendance registers</p> <p>Offering opportunities to all</p> <p>Providing/ facilitating transport opportunities</p> <p>Additional staffing for extra curricular activities</p> <p>Newsletters signposting families to extra curricular activities in the local area.</p>
<p>7. Pupils will engage in a higher percentage of lessons with reduced behavioural incidents both in school and at home. Parents will be confident to support pupils behaviour at home with a system that reflects what is being used in school.</p>	<p>Behaviour for learning plans</p> <p>Reduced number of behavioural incidents</p> <p>Parental feedback</p> <p>Pupil Feedback</p> <p>Attainment</p> <p>Seesaw evidence</p>
<p>8. A higher percentage of pupils with PP will access extra curricular opportunities both help by the school and wider community</p>	<p>Attendance records</p> <p>Seesaw evidence</p> <p>Engagement</p> <p>Pupil and Staff feedback</p>

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: £ £5000 (*Elkan, Makaton*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD and upskilling of whole team</p>	<p>Upskilling of the teaching team in communication (ELKLAN) to support communication and learning in the school. Improved understanding of staff in communication supporting outstanding teaching and SaLT needs of pupils. Leading to sustained progress of pupils.</p> <ul style="list-style-type: none"> ● Elklan attendance register ● Elklan accreditation/ coursework ● Seesaw evidence 	<p>1, 2 & 7</p>

	<ul style="list-style-type: none"> ● Attainment <p>Upskilling the whole school team in Makaton to support non verbal and verbal communication throughout the school.</p> <ul style="list-style-type: none"> ● Makaton attendance register ● Seesaw evidence ● Attainment <p>Well –trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual needs.</p> <ul style="list-style-type: none"> ● Whole school Autism training <ul style="list-style-type: none"> → Attainment → Seesaw Evidence → Behaviour plans → Staff feedback ● Whole school PE training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → PE curriculum map/ teacher planning → PE Skills files/ resources ● Whole school Boccia training <ul style="list-style-type: none"> → Questionnaire → Attainment → Staff feedback → Seesaw evidence → PE curriculum map/ teacher planning → PE Skills files/ resources ● Whole school Behaviour training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Reduction in CPOMS incidents → Behaviour plans ● Internal moderation / accredited and non accredited <ul style="list-style-type: none"> → Internal moderation notes → Quality coursework → Successful external accreditation → Attainment ● Whole school curriculum action planning <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Curriculum action plan 	
--	---	--

	<ul style="list-style-type: none"> • Whole school Phonics (Reading River) training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Reading River assessment progress • Whole school basic first aid, fire safety and accident reporting <ul style="list-style-type: none"> → Attendance → Staff knowledge and feedback → Accident logging on new platform → Reduction in near misses • AAC training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Enhanced communication planning • Targeted small group interventions <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Intervention tracker • Small group of staff doing mental health training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Behaviour plans → Reduced number of behaviour incidents • Senior Mental Health lead training <ul style="list-style-type: none"> → Attainment → Staff feedback → Seesaw evidence → Behaviour plans → Reduced number of behaviour incidents 	
--	---	--

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

Budgeted cost: £45,000 (£30000 SALT and £15000 on interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Small group interventions</p>	<p>Recruited 1 full time teacher to back fill existing staff to enable small group work and interventions to take place twice weekly.</p> <ul style="list-style-type: none"> → Intervention tracking document → Attainment → Seesaw evidence 	<p>5</p>
<p>Private speech and language therapist specialising in AAC and AT</p>	<p>1 day a week private SaLT commissioned to support those with complex AAC and communication needs, including PECS, Ipad Apps, intensive interaction, eye gaze, various switches, e tram frame etc.</p> <ul style="list-style-type: none"> → Parental Feedback → Annual Review SaLT reports → Attainment → Pupil engagement → Attendance 	<p>2 & 7</p>
<p>Behaviour for learning plans incorporating sensory needs of pupils where required.</p> <p>Sensory resources / sensory room equipment upkeep.</p> <p>Sensory training/ Sensory therapist</p>	<p>20% of our pupils have varying sensory needs and are assessed under our sensory curriculum pathway. Strategies to support pupils' sensory needs are included in Behaviour for learning plans.</p> <ul style="list-style-type: none"> ● Behaviour for learning plans ● Attainment ● Reduced number of behavioural incidents (CPOMS) ● Engagement levels <p>Sensory training to be looked into/ booked.</p> <ul style="list-style-type: none"> ● Behaviour for learning plans ● Attainment ● Reduced number of Behavioural incidents (CPOMS) ● Engagement levels ● Staff feedback <p>Resources in place each individual learner will be able to engage fully with opportunities to learn.</p> <ul style="list-style-type: none"> ● Order forms ● PP Intent/ request forms ● Resources 	<p>3 & 7</p>

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

Budgeted cost: £42224 (£5000 extra curriculum, £10,000 FSw, £25000 Hydro, £2224 uniform)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor and off site visits.	<p>Pupils independence and engagement levels have been shown to increase when away from their usual routines. Pupils have accessed experiences they would not have had the opportunity to in the past.</p> <ul style="list-style-type: none"> → Parental and pupil feedback → Photos → Increased engagement of pupils in off site visits and residentials → Seesaw → Attainment 	4, 5, 6 & 8
To subsidise costs and provide transport for consistent non attenders or those who can facilitate their own transport.	<p>Promoting enthusiasm for learning outside of the classroom. To raise confidence and self- esteem and promote friendships within and out of school.</p> <ul style="list-style-type: none"> → Attendance registers → Transport invoice → Attainment → Pupils feedback → Seesaw evidence 	4, 5, 6 & 8
Employ a School and Family Support Worker to work with specific families and act as attendance officer	<p>School and family support worker to provide a consistent link for families between school and home.</p> <p>Targeted interventions to promote positive attendance and tackle high levels of PA (persistent absence)</p> <p>This will be monitored and evaluated by:</p> <ul style="list-style-type: none"> ● Parental feedback ● Attendance ● Attainment ● Seesaw evidence ● Reduction in PA and improvement in attendance overall 	4, 5, 7
Hydro and physical therapy assistant - to support increased	Pupils will be able to access consistent therapy sessions which will support their physical and mental well being and	5, 7, 8

access to hydrotherapy pool	<p>promote independence and support learning in the classroom.</p> <ul style="list-style-type: none"> ● Therapy tracking document ● Attainment ● Seesaw evidence ● Parent/ pupil feedback ● Attendance 	
Support parents with uniform costs	<p>To raise confidence and self esteem of pupils in school, removing any barriers to learning and to ensure pupils feel part of the school community</p> <ul style="list-style-type: none"> ● Uniform policy being followed ● Attendance ● Pupil feedback and engagement 	6 & 5

Total budgeted cost: £ 92,224

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching

- Reviews of pupil's SMART targets on their Personalised Learning Plans took place at least once a term after each data capture.
- External moderation was cancelled for this academic year due to the COVID pandemic so moderation took place internally in school through our Seesaw learning assessment tool.
- Data showed that PP pupils made good progress across the curriculum and on average there was not a gap between PP pupils and their peers.
- Monitoring of lessons took place throughout the year to gauge the effectiveness of in school and remote learning.
- Staff appraisals took place across the year in October, February and finally in September 2021. Staff took part in online CPD programs to enhance their skills and knowledge in supporting students both academically and emotionally through training provided by organisations such as Trinity Hospice.
- A 3 year subscription was purchased for Jamf. This is a comprehensive enterprise management software for the Apple platform, simplifying IT management for our iPads in school. These iPads were purchased for pupils to help them access remote learning whilst away from school and would ensure the technology was used safely and securely by the pupils.

Targeted Academic Support

- SLT conducted regular teacher assessment throughout the year in terms of pupil progress and planning/delivery of blended learning through half-termly progress meetings and regular communication with staff.
- AAC was monitored both regularly through the school's communication team and externally with our Edtech Demonstrator School Lead, Erica Smith.
- Training on PECS, PODD books and other assistive technology was provided through Erica Smith and Sarah Alderman; a private Speech and Language Therapist who works closely with the children in school
- Annual collaborative and annual review meetings allowed us to assess the ongoing changes in pupils' needs and access to communication. We worked with various health and social care professionals to ensure every aspect of the child's communication needs were met; such as assistive technology software being installed on pupil-premium funded iPads for use both inside and out of school.
- Mindfulness and Wellbeing sessions every Move Day gave pupils the space and self-regulation skills to improve their social and emotional reactions to the new challenges brought through living during a pandemic. We also worked closely

with Trinity Hospice to provide support for pupils through fast-track referrals and staff training on wellbeing; helping to support the children during the school day.

- The access to iPads for Remote and Blended Learning enabled pupils to successfully complete work which wouldn't have been possible. Unfortunately, due to the restrictions put into place through school the VR headsets were not used during the academic year.

Wider Strategies

- COVID had a massive impact on our pupils' ability to interact with their local community and develop their social skills through new opportunities and interactions. Accessing the Seesaw Family application has helped our parents stay in touch with teachers and school staff to share and stay up to date with pupil successes in school.
- Due to the restrictions of various lockdowns and 'bubbles', pupils were unable to access any school clubs or groups.
- The training provided by the Grief Recovery Institute in previous years and our continued collaboration with Trinity Hospice enabled pupils to access the services they needed at the most vulnerable time in their lives. Various students were identified by staff in school across the year and referrals were made to the CASCADE and Schools Link services to support the children.

Catch Up Premium

- By the end of the summer term, the school had seen 82% of academic pupils achieve or exceed in literacy and 82% in numeracy.
- By the end of the summer term, the school had seen 84% of sensory pupils achieve or exceed in Cognition and learning exploration and 86% of sensory pupils achieve or exceed in Communication and Interaction.
- Increased rates of progress in PSHE and Citizenship supporting personal development. Increase in independence skills and confidence.
- Throughout the year Personalised Learning Plans were tracked and updated at each BSquared data capture and work was moderated internally through the Seesaw app.
- Unfortunately, due to the restrictions of COVID, our planned Bounce Forward sessions could not take place as normal. For the upcoming year we will look to either reinstate our partnership or look forward to new opportunities.
- Reading River has been a huge success with pupils and staff throughout school. We have seen an engagement from students in their learning and an increase in their attitudes to reading. There has also been an improvement to pupils' literacy skills in English lessons and this is reflected in the progress they have made in English across the year.
- Having an additional teacher to provide support in relieving SLT to monitor curriculum delivery has led to a more cohesive action plan on pupil progress.

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

Service pupil premium funding (optional)

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

--