High Park School
Learning for Life

Pupil premium strategy statement 2021-22

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	High Park School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	43 pupils eligible for PP and 5 CLA = 41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ann Andrew
Pupil premium lead	Rachel McCusker
Governor / Trustee lead	Rebecca Barham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,655
Recovery premium funding allocation this academic year	£11,310
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	£55,965

![High Park School - Learning for Life]

Part A: Pupil premium strategy plan

Statement of intent

> *Our priorities*
> *Setting priorities is key to maximising the use of the Pupil Premium grant (PPG). Our priorities are as follows:*
> - *Closing the attainment gap between disadvantaged pupils and their peers*
> - *Ensuring that the PPG reaches the pupils who need it most*
> - *To work in partnership with the parents/carers of these pupils to collectively ensure their success.*
>
> *We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the School Improvement Plan (SIP). This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.*
> *Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required and allocate a budget accordingly, using a whole-school approach.*

Challenges

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

	Detail of challenge
1	Complex learning difficulties including autism, alongside a range of complex sensory needs.
2	Significant communication and interaction difficulties which leads to high levels of stress and anxiety.
3	Ensuring that our pupils have opportunities to develop their self-care and independence skills including making independent choices.
4	Challenges with social interactions, in particular with extended groups of people of larger numbers. (*Due to high levels of stress and anxiety some pupils find this very unpredictable and unmanageable.*)
5	Parental engagement – in order to support our pupils, we work hard to engage our families to develop a greater depth of understanding of the pupils' needs.
6	Access to the wider community. (*Many families find it extremely challenging when accessing the wider community outside of school. Pupils' access to activities and Clubs in the wider community is very limited.*)

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
Pupils to engage in more rigorous physical exercise on a daily basis.	Increase in physical health and willingness to be involved in physical activities increases. Reduction of incidents in behaviour (evidenced from Pupil behaviour data). Pupils will lose weight where needed (evidenced from weight monitoring) Improvement in pupil mental wellbeing as a result of an increase in rigorous physical exercise (evidenced through pupil wellbeing data)
Pupils will have increased opportunities to make choices using visual supports and their understanding will therefore develop.	Pupils will make a wider range of choices including new choices using visual supports (i.e. dinner time side options being introduced) Pupils will make choices in a greater number of settings i.e. home environment and respite etc (evidenced through discussions with parents and carers)
Successful parents' support groups where training and increased support for families is available to empower parents and ensure greater consistency between home and school.	Pupils make progress in both home and school settings. Parents attendance at support groups increases. Attendance at EHCPs and other meetings (wellbeing meetings etc) is high. Parents are happy to discuss PiP targets with teachers (evidence through wellbeing calls) and implement targets at home.
More consistent use of specific strategies to support wellbeing	There is a reduction of behaviour incidents (evidenced through pupil behaviour data). Staff will use consistent strategies from training i.e. SCERTS, social communication and emotional regulation (evidenced through learning walks, pupil progress meetings) Support staff share examples of effective practice in Base and class meetings. Staff share their learning and provide examples during their appraisals.
Pupils' communication and interaction skills will further develop.	Pupils will make progress in communication, as well as other areas of the curriculum (evidenced through pupil assessment data and progress records from Music Therapy sessions.) Staff will implement training from Music Therapist into every day practice (evidenced through lesson observations, Learning Walks).

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: £17,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evaluate and implement rigorous physical activity as part of every pupil's daily curriculum offer.	A study from the Education Endowment Foundation (EEF) 'Improving Behaviour In School's Evidence Review' details a study where classroom physical activity (CPA) which involves students participating in a short period of games or activities as part of their usual academic lesson. This one study (Bartholomew et al, 2018), examined the impact of CPA on the amount of time students where on-task. They found that there was a positive relationship between CPA and time on-task. Research by the World Health Organisation (Global Action Plan on Physical Activity 2018-2030: More Active People for a Healthier World) gives evidence of the importance of physical activity. Worldwide, 1 in 4 adults, and 3 in 4 adolescents (aged 11–17 years), do not currently meet the global recommendations for physical activity set by WHO. As countries develop economically, levels of inactivity increase. Physical activity is important across all ages. Active play and recreation is important for early childhood as well as for healthy growth and development in children and adolescents. Quality physical education and supportive school environments can provide physical and health literacy for long-lasting healthy, active lifestyles. Investing in policies to promote walking, cycling, sport, active recreation and play can contribute directly to achieving many of the 2030 Sustainable Development Goals (SDGs). Policy actions on physical activity have multiplicative health, social and economic benefits, and will directly contribute to achieving SDG3 (good health and well-being), as well as other Goals including SDG2 (ending all forms of malnutrition); SDG4 (quality education); SDG5 (gender equality); SDG8	1,2,3,4

	(decent work and economic growth), SDG9 (industry, innovation and infrastructure); 8 SDG10 (reduced inequalities); SDG11 (sustainable cities and communities); SDG12 (responsible production and consumption); SDG13 (climate action); SDG15 (life on land); SDG16 (peace, justice and strong institutions) and SDG17 (partnerships).	
Training for staff on the consistent use of specific strategies to support wellbeing	A study from the (EEF) 'Improving Behaviour In School's Evidence Review' suggests that 'The teacher training category represents those interventions that, with the support of coaches or trainers with behavioural expertise, encourage positive student teacher relations by helping teachers to think of reasons students might misbehave and reflect on how they currently respond. The intervention training supports teachers to develop more empathetic and respectful approaches and incorporate them into their teaching in a sustained way. The study suggests that this method positively impacted children's behaviour.	1,2,4,6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the use of visual supports across school to ensure consistency and an increase of opportunity (introduce choose boards at dinner time)	The EEF suggest that Teaching Assistant Interventions are more likely to be successful if they are deployed effectively. At High Park the use of Teaching Assistants is crucial to enable all of our pupils to access the curriculum. It is vital that they consistently use visual supports for all our pupils to ensure high quality teaching. The EEF report on Teaching Assistant Interventions recommend that: Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Teachers also report the benefits in terms	1,2, 3

Music Therapy sessions to focus on developing communication and interaction skills.	The EEF Teaching and Learning Toolkit research on Arts participation suggests that Arts participation (i.e. dance, drama, music, painting) approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1,2

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate parents support groups and training sessions	Key findings from the EEF Teaching and Learning Toolkit research found that: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	5

Total budgeted cost: £55,965

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.

> Please see Annual Review Pupil Premium Autumn 2021 document for specific information on outcomes for 2020-21.
>
> Some key outcomes from 2020-21:
> - All pupils across school now make choices for dinner time using visual supports.
> - The flu immunisation programme was a success with a large percentage of pupils accepting their vaccine.
> - High quality writing opportunities are available and pupils are keen to engage.
> - Some pupils who were initially reluctant to engage in interactions have developed meaningful relationships and are engaging in learning through the use of Intensive Interaction.
> - The use of visual timetables across home and school have supported pupils to manage part time placements and their confident return to full time school.
> - There has been an increase in physical activity during the academic year with each class having at least two timetabled physical activities each day.
> - Connections with families have strengthened through regular Wellbeing calls and various other forms of communication.

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
n/a	