



**Pupil Premium Strategy 2019-2022**  
**Annual Review Autumn 2021**

**3-year long-term pupil premium strategy**

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

**Our philosophy**

At High Park School we have high expectations of all our learners. Some pupils from disadvantaged backgrounds require additional support; therefore we will use all the available resources to help them reach their full potential. All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child is valued, respected and entitled to develop to his or her full potential, irrespective of disadvantage. Pupil Premium funding represents a portion of our budget and this document outlines how we will ensure it is spent to maximum effect.

We believe in maximising the use of the pupil premium grant (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.

**Our priorities**

Setting priorities is key to maximising the use of the 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.

**Barriers to future attainment**

In-school barriers to attainment	External barriers to attainment
Complex learning difficulties including autism, alongside a range of complex sensory needs.	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.



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Significant communication and interaction difficulties which leads to high levels of stress and anxiety.	Access to the wider community including access to appropriate clubs.
Ensuring that our pupils have opportunities to develop their self-care and independence skills including making independent choices.	
Challenges with social interactions, in particular with extended groups of people of larger numbers.	

Quality of Teaching

Intervention:	<b>1. To further develop independence to improve life chances and reduce vulnerability through engagement with wider groups with extended numbers of people, including access to 'Clubs' (Cinema, Roller Disco, Cycle etc.) (School Improvement Priority 2, 3, 5, 7 &amp; 8)</b>		
Barriers to learning	Significant communication and interaction difficulties which leads to high levels of stress and anxiety. Parents find it difficult to source appropriate after school activities and pupils are unable to access universal services. Pupils may find it challenging to be with extended groups of people of larger numbers/less familiar group members.		
Category:	Quality of teaching		
Intended outcomes:	<p>Ensure that pupils have the appropriate skills to appropriately prepare them for adulthood.</p> <p>Pupils tolerate being with extended groups of people from across different Bases and phases, including whole school activities; Pupils continue to develop their social interaction skills in new and less familiar environments; An increased number of pupils attend out of school Clubs with their parents in the wider community.</p>	<p>Success criteria:</p>	<p>Pupils will demonstrate greater independence both at home and school.</p> <p>Pupils will engage happily with an increased number of social interactions in school and also the wider community.</p>
Implementation	Year 2		






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	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light-touch review):</p> <ul style="list-style-type: none"> <li>• We continue to provide information sessions for parents to highlight the importance of independence including making healthier meal choices (in conjunction with the dietitian)</li> <li>• We will continue to provide meaningful opportunities for pupils to develop independence skills in real-life situations such as immunisation preparation, dental visits etc creating downloadable or loanable resources for parents to use.</li> <li>• We will provide training for support staff to implement and extend learning intentions of all out-of-school activities to further promote independence skills.</li> <li>• Further extend opportunities for pupils to have routine access to a wide variety of 'Clubs' both within and also the wider community. Increased number of pupils to make transitions to access these clubs using appropriate visual support to access Meadows Class, Studio or the Car Park.</li> </ul>
<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>Pupils across every Base now make lunch choices each morning and anticipate their meal with an eagerness when lunchtime finally arrives. This is also supporting pupils to make healthier food choices for later in life. Transitions to new areas and activities have been facilitated by the consistent use of Objects of Reference, visual timetables and Now &amp; Next boards (Tree House, outdoor gym equipment &amp; local walks). The immunisation preparation work has continued this year and the successful vaccinations evidence how effective this has been.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

Intervention:	<b>2. To increase pupils' progress in writing through the development of purposeful and functional curriculum opportunities.</b>		
Barriers to learning	Pupils have complex sensory needs including some difficulties with fine motor skills and early writing development.		
Category:	Quality of teaching		
Intended outcomes:	Pupils have a broader range of meaningful opportunities for writing through the curriculum.	Success criteria:	Pupils in every Key Stage will make increased progress in purposeful and functional writing skills.



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<p>Implementation</p>	<p style="text-align: center;">Year 2</p> <p>How we will implement this intervention in Year 2 (in light of the year 1 annual light-touch review): Continue to identify effective practice through planning and assessment scrutiny and focused learning walks and share with key staff including teachers and curriculum supports. Teachers' Curriculum Meeting - share examples of progress in writing recorded in Evidence of Progress across different pupil learner cohorts. Information guides to be developed by OTs and Subject lead to further increase understanding of developmental steps and strategies to teach writing skills (to be shared with all stakeholders)</p>
<p>Light-touch review notes</p>	<p><b>Annual review notes:</b> Learning Walks have evidenced that high quality writing opportunities are available for pupils on a regular basis and pupils are keen to join in with these. The way in which some of the learning opportunities are offered means that it is cross-curricular with an emphasis on learning for life, for example, during a learning walk in one particular Base, pupils were encouraged to visit the 'Doctors Surgery' where they completed a pre-visit form before their visit. This was also preparing pupils for having their immunisation as they were encouraged to take part in immunisation preparation during the session.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

Targeted Academic Support

<p>Intervention:</p>	<p><b>1. To further develop and strengthen the use of Intensive Interaction for our pupils with verbal language.</b></p>
<p>Barriers to learning</p>	<p>Pupils have significant communication and interaction difficulties which often leads to high levels of stress and anxiety. Difficulties around social interaction can make it more challenging to build trusting, meaningful and appropriate relationships.</p>
<p>Category:</p>	<p>Targeted academic support</p>



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Intended outcomes:	Staff and parents are confident in understanding how to use Intensive Interaction with pupils with language Pupils have regular, meaningful opportunities to communicate using Intensive Interaction throughout the day	Success criteria:	Pupils with language have the opportunity to extend their communication skills meaningfully using Intensive Interaction
Implementation	<p style="text-align: center;">Year 2</p> <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Continue with bespoke training and support for Champions to deliver high quality Intensive Interaction for pupils with verbal language and thus share good practice with less experience staff through 'buddy' system. Mentor system for new and less experienced staff. Watching and analysing videos of pupils using Intensive Interaction who have verbal language.</p>		
Light-touch review notes	<p><b>Annual review notes:</b> Staff training and questionnaires have further supported a number of key staff's understanding about the use of Intensive interaction with verbal pupils. This has increased significant members of staff knowledge and confidence when working with some of our most hard-to-reach pupils. This has led to some pupils who were initially reluctant to engage in interactions developing meaningful relationships and engaging in learning through the use of Intensive Interaction.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		



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Intervention:	<b>2. To ensure Pupil Voice results in pupils making meaningful and motivating independent choices.</b>		
Barriers to learning	Significant communication and interaction difficulties which can lead to high levels of stress and anxiety, resulting in challenges in expressing their wants and needs.		
Category:	Targeted academic support		
Intended outcomes:	Pupils have the communication skills to express themselves and be understood by the familiar people in their lives.	Success criteria:	Pupils will use appropriate communications strategies to make meaningful and motivating independent choices.
Implementation	Year 2		
Implementation	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):            Follow-up training from Speech and Language Therapist on motivators and choice-making: new system being rolled out across school (being developed first in Acorn) for motivator choosing for individuals.            This will be a key feature on a number of Teaching Assistants' appraisals during this academic year to promote choice making.</p>		
Light-touch review notes	<p><b>Annual review notes:</b>            Choose Boards have a wider range of motivating activities and classes continue to extend the range of choices which are personalised to pupils' preferences. Personal Profiles better reflect pupils' new and changing motivators which supports staff to be more responsive in engaging pupils in learning. Following training with Valley View Care Home, our 4 pupils who live there have more consistent access to Objects of Reference.            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.            Pupils across school are encouraged to make choices about their dinner prior to lunch every day, as part of the reviewed school dinner portions. Portion sizes have been adjusted to match pupil ages. Teachers have led changes to lunchtime routines and now second portions are not available for anyone. Some pupils are eating much slower and trying vegetables in the absence of extra carbohydrates.</p>		



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Wider Strategies

Intervention:	<b>1. To enable pupils to manage their sensory processing needs through making independent choices.</b>		
Barriers to learning	Pupils have significant communication and interaction difficulties which can lead to high levels of stress and anxiety. Pupils often have very complex sensory processing needs which are difficult for them to express.		
Category:	Wider strategies		
Intended outcomes:	<p>Pupils will be emotionally regulated, allowing them to successfully make choices about the activities that they would like to participate in.</p> <p>Increased independence to make choices about preferred strategies will help pupil to emotionally regulate and therefore access the curriculum.</p>	Success criteria:	<p>Pupils will make independent choices and / or requests about the sensory integration activities that are on offer throughout the day.</p>
Implementation	Year 2		
Implementation	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Aromatherapist and Occupational Therapists to deliver training to support Massage Champions to be available to provide massage/deep pressure to pupils who make requests.</p> <p>Champions to ensure appropriate sensory processing strategies are on offer throughout the day as part of the curriculum (Object of Reference on display at all times).</p> <p>Training for parents for Occupational Therapists/Aromatherapists to enable parents to understand the value of these strategies and the need for increased independence / autonomy in requesting them.</p> <p>Support to parents will be provided as appropriate to ensure they have the access to identified resources at home.</p> <p>Teachers run workshops for support staff to develop understanding of schemas and how to support and extend early developmental schema.</p>		



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Light-touch review notes	<p><b>Annual review notes:</b></p> <p>There has been an increase in physical activity during the academic year with each class having at least two timetabled physical activities each day. All pupils are accessing these sessions at some level and in a meaningful way to them which helps to support their emotional wellbeing as well as their physical health. Throughout the ever-changing Covid situation, it has also been vital for pupils to feel a sense of security. Teachers lead conversations with their staff teams which has increased staffs' understanding of the how significant change impact on pupils and the support required to help pupils manage changes. For instance, the use of quiet spaces, aromatherapy support or adjusting the class or personal timetable.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Intervention:	<b>2. To continue to increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school</b>		
Barriers to learning	Pupils are generally transported to school and the school catchment area is across the Bradford district and beyond. Parental engagement is key in order to effectively support our pupils.		
Category:	Wider strategies		
Intended outcomes:	Parents' understanding of the importance of communication and consistency between home and school will have improved.	Success criteria:	A greater number of parents & carers will attend events including training, parents' evenings & meetings and EHCP meetings, in particular those parents who haven't attended previously.
Implementation	Year 2		





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	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Vital wellbeing calls will continue with parents on a regular basis to maintain the excellent links established with families during Lockdown.</p> <p>EHCPs will take place in person in school where possible and pupils will be invited to attend in Meadow to encourage them to make the transition to a new part of school.</p> <p>Home Learning will be a key feature on the school's website.</p> <p>PiP targets will be discussed with parents regularly and teachers will ensure that parents understand them.</p>
Light-touch review notes	<p><b>Annual review notes:</b></p> <p>Feedback from families and engagement during EHCP meetings, via email/Facebook/Home-School Diaries and during Wellbeing calls evidence how families have valued and benefitted from the increased focus strengthening connections with them.</p> <p>Teachers are now discussing PiP (Progress in Provision) targets and progress as part of the wellbeing phone calls and sending them home every half term. A number of families are reporting specific progress that their children are making at home in relation to the PiP targets and some of them are sending in photographic and film evidence. There are richer discussions in EHCP review meetings with parents which include how the Key Stage, annual and PiP targets are connected and feed into each other. This is really helping parents to think about the long-term goals for their children and their adult life.</p> <div data-bbox="714 911 1052 1171"></div> <div data-bbox="1487 911 1787 1171"></div>