

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.

Intended outcome	Success criteria
Pupils to engage in more rigorous physical exercise on a daily basis.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • There is a reduction of behaviour incidents (evidenced through pupil behaviour data).



	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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).

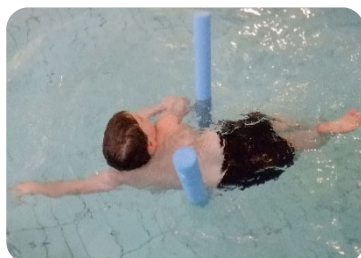
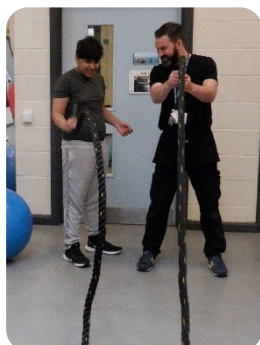
Review of activity in this academic year

Teaching

Activity	Evaluation of impact
Evaluate and implement rigorous physical activity as part of every pupil's daily curriculum offer.	<p>Focussed work continues with staff teams across school to ensure that pupils are being encouraged to actively take part in rigorous physical activity that is meaningful for them. For example, some pupils in Ash Base take part in a game of 'Human Hungry Hippos' which is age and developmentally appropriate for them. More pupils are accessing activities in the community such as daily local walks which is having a positive impact on engagement and also emotional regulation. 3 of the Bases have been able to access swimming sessions following the Covid pandemic. The confidence that children have developed in the pool after having such a long time off has been incredible.</p> <p>Physical activity and Physical Education was an area of focus on a staff training day which has resulted in adults developing their understanding about the difference between the two types of activity. Staff are now more confident in describing this and explaining the reasons why.</p>
Training for staff on the consistent use of specific strategies to support wellbeing	<p>There has been an increased focus on the importance of the consistent use of visuals used with all pupils to support emotional wellbeing in addition to promoting communication. This has resulted in pupils being more able to process information, for example, the use of Now and Next boards has supported some pupils to take turns and share resources which has had an amazing impact. Pupils who found it difficult to wait for a turn and would have previously become dysregulated are now increasingly recognising when it is a peers' turn. All staff have received bespoke training delivered by the</p>

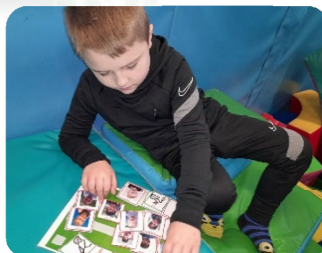
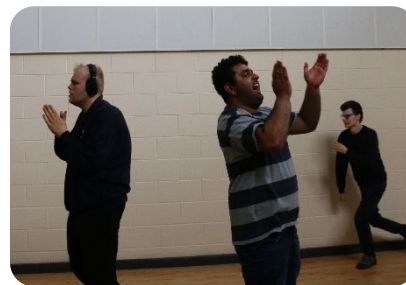
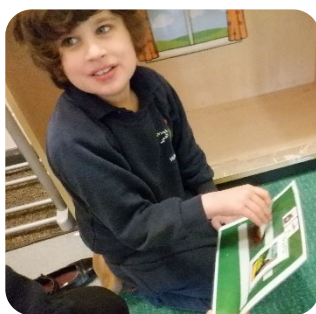


Occupational Therapy on specific strategies that can support wellbeing and the links that this has to Autism to help understand the theory behind some of the more individualised approaches.



Targeted academic support

Activity	Evaluation of impact
<p>Further develop the use of visual supports across school to ensure consistency and an increase of opportunity (introduce choose boards at dinner time)</p>	<p>Visual supports are used more consistently now as a result of intensive support from the Speech and Language Therapist and the Base Leaders. Every member of staff has received a bespoke package of training delivered within Base to focus on using visual supports in different situations, and how this can be adapted to use successfully with individual pupils. As a result, Objects of Reference are being used consistently for every transition. A greater number of pupils are making choices linked to their personal motivators and interests. Some of the younger children have also developed their social interaction skills with their peers through the use of Language Boards to encourage chase and other Safe Physical Play activities.</p>
<p>Music Therapy sessions to focus on developing communication and interaction skills.</p>	<p>Pupils' confidence in all areas of learning has developed as a result of Music Therapy sessions. Pupils are able to join in with music in a broader range of situations and environments. For example, pupils from across the school were able to join in with a performance from a musician and some students were interested in trying out the music for themselves!</p> <p>Some pupils have been able to share their space with a greater number of people successfully following Music Therapy sessions and sharing the piano or other musical instruments.</p>



Wider strategies

Activity	Evaluation of Impact
<p>Facilitate parents support groups and training sessions</p>	<p>Unfortunately due to the impact of the ongoing Covid situation, parents support groups haven't been able to happen in the way that we had planned. However, there have been a number of holiday activities which have been planned throughout the half-term holidays which have been well attended by families across the school. 11 families attended the Macmillan Coffee morning in September and they thoroughly enjoyed talking to each other – a support network was created for some.</p> <p>Parents are sharing frequently on the High Park Heroes Facebook page and establishing connections with each other through this means.</p> <p>A number of coffee mornings and afternoons have been organised for the last half term in Summer to encourage parents to come into school, including a Post 16 coffee morning (6 families attended) and a picnic which will also include the opening of our Memorial Garden.</p>