



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ann Andrew
Pupil premium lead	Hannah Copeland
Governor / Trustee lead	Rebecca Barham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,030
Recovery premium funding allocation this academic year	£43,036
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	£88,066

Part A: Pupil premium strategy plan

Statement of intent

At High Park we will maximise the use of the PPG by utilising a long-term strategy aligned to the School Improvement Plan (SIP) including reducing the barriers to the pupils' learning. This enables us to implement a blend of short, medium and long-term interventions. Our personalised approach to teaching pupils using their interests and motivators increases their engagement in learning and supports them to make progress in areas that will have the most impact in their adult lives. The focus on social communication, emotional regulation, physical and emotional wellbeing enable our pupils to develop the skills they need to be the most successful they can in their adult lives.

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,
2	Significant communication and interaction difficulties which impacts on friendships and access to social activities
3	Complex sensory processing needs which affect physical & emotional wellbeing
4	Significant levels of anxiety which affect physical & emotional wellbeing

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 will have increased opportunities to make choices to improve their communication skills and confidence to interact with people.	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)
Pupils will develop their functional reading skills	Pupils will demonstrate increased progress in reading through the use of meaningful and motivating materials. This will improve their functional reading skills

	and increase their enjoyment of reading as well as their independence.
Pupils will increase their social interactions skills leading to greater tolerance & participation in social activities at school and at home.	Pupils will participate in social activities with a greater number of people both at home and at school, including their peers. They will have a greater sense of themselves and increased confidence to interact with the people around them.
Pupils will demonstrate greater engagement in learning across the curriculum.	Pupils will actively engage with an increased amount of curriculum activities and make progress in key areas as a result.

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered to staff by the Occupational Therapist and the Speech & Language Therapist (£17,000)	Classroom staff will receive training to increase their skills in supporting pupils' sensory processing needs and speech and language needs. This will ensure their practice fully supports all pupils' development.	1,2,3,4
Educational Psychologist advice and training (£2,000)	The Educational Psychologist will provide advice, guidance and training to support teachers to meet the needs of pupils with very complex learning needs including those with attachment disorder and social demand avoidance.	1,2,3,4

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistants to increase the personalised teaching of communication & reading (£45,000)	Communication strategies are carefully planned and personalised to promote the engagement of pupils. Additional Teaching Assistants enable the delivery of this approach to maximise pupils' progress and ensure their individual and complex needs are fully met. The development of communication leads to progress in reading and by using such a personalised approach we are able to provide meaningful opportunities for learning. Bespoke resources will be created using pupils' motivators to engage them in reading activities which will be meaningful and relevant to them.	1,2,3,4
Music Therapy sessions to focus on developing communication and interaction skills. (£3,000)	Music is highly motivating for a large number of pupils and Music Therapy is an effective method of engaging and enabling pupils with SEND to develop their communication & music skills.	1,2,4
Music activities & resources (£5,000)	A range of music experiences will be provided including visiting musicians to enhance the music curriculum and provide pupils with greater opportunities to develop their music and communication skills. Carefully selected music resources will be purchased to promote the application of the 'Sounds of Intent' music curriculum.	1,2,4

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community activities including minibus drivers to facilitate external visits (£17,500)	Carefully planned community visits provides pupils with new experiences and opportunities to learn new skills and transfer existing skills into new situations. (A particular difficulty for pupils with autism)	1,2,3,4

Total budgeted cost: £88,500

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 2021 to 2022 academic year.

Please see Annual Review Pupil Premium Autumn 2022 document for specific information on outcomes for 2021-22.

Some key outcomes from 2021-22

- 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.
- Physical activity and Physical Education has been a focus of staff training 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.
- 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.
- Visual supports are used more consistently now as a result of intensive support from the Speech and Language Therapist and the Base Leaders. 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 games like chase.

Externally provided programmes

Programme	Provider
n/a	