



Pupil Premium Strategy 2019-2022
Annual Review Autumn 2020

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:	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 & 8)		
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 1		





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	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none">• We will provide information sessions for parents to highlight the importance of independence including appropriate clothing.• We will continue to provide meaningful opportunities for pupils to develop independence skills in real-life situations such as immunisation preparation, dental visits etc.• We will provide training for teachers to focus on long-term planning to focus on intention of all out-of-school activities to further consider independence skills.• Provide increased opportunities for pupils to have access to a wide variety of 'Clubs' both within and also the wider community, including Cinema Club, Cycle Club, Music Club, Sports Clubs.• Further support for parents to promote the benefits of out of school Clubs for pupils – parent coffee mornings, parents evenings, EHCP meetings.
Light-touch review notes	<p>Annual review notes:</p> <p>Weekly immunisation preparation work that was carried out led to an increase in the number of pupils who successfully accepted and therefore received their immunisations, supporting independence skills.</p> <p>A series of teachers meetings focussed on out-of-school activities and how these relate to preparing for adulthood and developing independence skills. Teachers agreed on a clear differentiation of out-of-school activities across the Bases such as walks, parks etc that clearly built on pupils' independence skills as they move throughout school.</p> <p>The Christmas Disco (2019) was a very successful event with a total number of 15 families who attended this (with some new pupils who hadn't attended out of school Clubs previously). Pupils were confident and happy throughout the disco demonstrating their flexibility in new and less familiar environments. The Brass Band performance in school was attended by pupils from every Base in school and pupils accessed this event by participating appropriately i.e. joining in clapping when the performance had finished.</p> <div data-bbox="468 1070 808 1353"></div> <div data-bbox="983 1070 1346 1353"></div> <div data-bbox="1543 1070 1890 1342"></div>





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Intervention:	2. To increase pupils' progress in writing through the development of purposeful and functional curriculum opportunities.		
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.
Implementation	Year 1		
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Review planning to identify effective practice. Use Equals planning documents as reference to support planning and delivery of writing focussed activities. Training delivered by OTs and Subject lead for support staff to develop understanding of developmental steps and strategies to teach writing skills. Teachers' Curriculum Meeting - Review changes to planning and delivery of writing activities - share good practice. Share Evidence of Progress examples of writing progress. Base teams to identify sequence of learning for specific pupils who have potential to make accelerated progress. 		
Light-touch review notes	<p>Annual review notes:</p> <p>There has been an increase in pupil progress within writing for pupils in primary and secondary at the Oct data collection. This is a result of focused curriculum meetings and Base Training which has led to an increase in the amount and range of meaningful writing opportunities including pre-writing activities. Equals planning is now in place and well used, contributing to the broad and balanced Curriculum. 'Staff plan and deliver the curriculum with the needs of every pupil in mind. They assess what pupils know and can do effectively. They use this information to adapt the curriculum for each pupil.' (Ofsted Jan 2020)</p>		
Light-touch review notes	<div style="display: flex; justify-content: space-around;">   </div>		






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Targeted Academic Support

Intervention:	1. To further develop and strengthen the use of Intensive Interaction for our pupils with verbal language.		
Barriers to learning	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.		
Category:	Targeted academic support		
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	Year 1		
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Focussed training for Champions which will lead to modelling good practice Training sessions for staff and parents Regular discussions in teachers meetings 'Working Group' who meet regularly to discuss specific pupils Creating a bank of videos which showcase good practice 		
Light-touch review notes	<p>Annual review notes:</p> <p>The successful development of an 'Intensive Interaction Café' in Primary enabled sharing of good practice with more experienced and less familiar adults.</p> <p>The continued support and bespoke training provided for Champions which resulted in good practice being shared across the school. Mentoring for less experienced staff took place was highly successful.</p>		
Light-touch review notes	<div style="display: flex; justify-content: space-around;">   </div>		



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Intervention:	2. To ensure Pupil Voice results in pupils making meaningful and motivating independent choices.		
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 1		
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Nominate a Pupil Voice Champion who will ensure that pupils across school have regular opportunities to make meaningful and motivating independent choices.</p> <p>Pupils attend meetings in school such as their own EHCP meetings, where appropriate.</p> <p>Ensure that the curriculum is rich with opportunities for pupils to make meaningful and motivating independent choices, i.e. through the use of Objects of Reference, choose boards, continuous provision etc.</p> <p>Identify student preferences to ensure they have a stronger influence on choices within the Post 16 curriculum to inform planning for their preparation for adulthood.</p>		
Light-touch review notes	<p>Annual review notes:</p> <p>Speech and Language Therapist provided training and bespoke support for Communication Champions on choice making and motivators. The result of this was that more pupils across school have motivating choices available on class Choose Boards to promote communication.</p> <p>The majority of pupils are attending their EHCP reviews even if it is only for a few seconds. Some pupils have shown great enjoyment at seeing their achievements on the big screen. One student attended his CAMHS Clinic with his mum and was happy to contribute and stay for the whole meeting.</p>		
Light-touch review notes			



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Wider Strategies

Intervention:	1. To enable pupils to manage their sensory processing needs through making independent choices.		
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:	Pupils will be emotionally regulated, allowing them to successfully make choices about the activities that they would like to participate in. Increased independence to make choices about preferred strategies will help pupil to emotionally regulate and therefore access the curriculum.	Success criteria:	Pupils will make independent choices and / or requests about the sensory integration activities that are on offer throughout the day.
Implementation	Year 1		
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Training sessions to explore the barriers to learning for pupils with autism & learning difficulties.</p> <p>Training for Teachers to further increase their understanding of schemas and how to support and extend early developmental schema across the curriculum / school day.</p> <p>Occupational Therapist will provide ongoing support to staff to deliver appropriate sensory integration activities to meet the range of pupils needs.</p> <p>Occupational Therapist will provide regular training sessions to the Sensory Equipment Champions.</p> <p>Champions will carry out focussed Sensory Integration activities and provide support to their colleagues in classes.</p> <p>Aromatherapist to be available for individual massage in aromatherapy room for specific pupils when they have made a request.</p>		
Light-touch review notes	<p>Annual review notes:</p> <p>Since March a number of strategies have been put into place to ensure that our Pupil Premium pupils have been appropriately supported whilst at home during the Lockdown period in relation to their sensory processing needs:</p> <ul style="list-style-type: none"> Aromatherapy support delivered home on a regular basis to pupils and parents for a wide range of purposes, for example, calming sprays, alerting sprays, massage oils, anti-inflammatory blends, sleep sprays etc. 		



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- Liaison with the Occupational Therapist and individual Class Teacher to deliver bespoke physical resources to all Pupil Premium pupils (not FSM) who were at home throughout Lockdown, for example, gym balls, balance boards, scooters, trampette, stepper, spinner etc.
- A variety of sensory integration resources sent home to pupils at home throughout the Lockdown period such as gym balls, Chewy Chews, weighted vests etc.
- Wellbeing calls with parents throughout the Lockdown period with the Occupational Therapists in liaison with the Class Teacher (if a concern/issue was raised i.e. a pupil had started biting their clothes etc)
- Video on school website demonstrating Peer Massage available for parents and carers.
- Video on school website demonstrating activity suggestions that could be done with the gym ball.



Intervention:	2. To continue to increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school		
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 1		



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	<p>How we will implement this intervention in year 1:</p> <p>Introduction of a range of Clubs available outside of school hours (after school, Saturdays- i.e. Roller Disco Club, Cinema Club, Stay and Play Club) which parents and pupils are encouraged to attend.</p> <p>Training and information sessions for parents on a variety of topics (including Intensive Interaction, Preparation for Adulthood).</p> <p>Variety of whole school events and celebrations which parents are invited to and encouraged to participate in, for example, coffee mornings, Winter & Summer Fairs, picnics etc.</p> <p>Pupil EHCP meetings which the majority of pupils are invited to attend.</p>
Light-touch review notes	<p>Annual review notes:</p> <p>Since March a number of strategies have been put into place to ensure that our Pupil Premium pupils have been appropriately supported whilst at home during the Lockdown period through a number of highly effective methods:</p> <ul style="list-style-type: none">• Weekly wellbeing calls from the Class Teacher (for all pupils including those who were accessing school), as well as conversations with therapists if necessary• Weekly deliveries of Free School Meals for eligible pupils who were not accessing school.• Delivery of bespoke and personalised resources as necessary as a result of conversations with the Class Teacher/therapists and parents• Doorstep visits to see pupils who were at home (carried out by the Class Teacher)• Regular videos (Wow of the Week) to capture parents interest and keep links with school, involving a wide range of ideas and strategies that they could try with their child at home. For example, making playdough or using nature to create art work• Videos on the school website from the Speech and Language Therapist to promote various aspects of Communication <div data-bbox="723 1023 1070 1342"></div> <div data-bbox="1413 1031 1688 1342"></div>



High Park School
Learning for Life

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