Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	1st September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Bridie Dorning
Pupil premium lead	Jen Davison
Chair of Trustees	G. Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59, 830
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*	£ 59, 830

Part A: Pupil premium strategy plan

Statement of intent

High Park School is committed to ensure that all pupils achieve well and make progress from their starting points irrespective of their needs. The focus of our pupil premium strategy is to support pupils to overcome barriers to learning so that they can achieve well. We will maximise 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. 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 reading, 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.

Challenge number	Detail of challenge
1	Significant communication and interaction difficulties which leads to high levels of stress and anxiety.
2	Gaps in reading, phonics and maths.
3	High levels of physical and emotional regulation needs which impacts on access to learning and general well-being.
4	Challenges with social interactions and ability to access activities in the community (Due to high levels of stress and anxiety some pupils find this very unpredictable and unmanageable.)

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 increase their levels of independence and confidence in accessing daily routines within the school day	Pupils' anxiety relating to routines throughout the day will significantly decrease. They will demonstrate a greater independence at accessing the daily routines for personal

	hygiene such as hand washing, toileting, well-being routines such as health checks and massage and the structured routines in place for snack and lunch.
Pupils will increase their ability to engage with reading for pleasure and make choices from a range of texts. This will include the introduction of the High Park Reading Spine that will encompass a range of high-quality texts covering a range of genres for both primary and secondary phases.	Pupils will demonstrate increasing engagement and enjoyment in reading for pleasure. They will be able to make choices and relate to the subject content. Increased progress in engagement and choice making will be captured through Engagement and English related assessment data.
Pupils will develop their functional maths skills.	Pupils will increase their engagement with and understanding of maths with meaningful and motivating resources. Success will be demonstrated through increased pupil engagement and skills becoming generalised and applied to other areas of the curriculum. Evidence of progress will be capture through engagement and maths related data.
Pupils will develop independence and confidence when accessing the local community through educational visits off site.	Pupils will participate in weekly educational visits off site. Progress will be demonstrated through increasing ability to make transitions, increased tolerance and confidence to interact with people around them. Progress to be measured through communication, behaviour and PSHE data
Pupils will have access to a range of therapeutic strategies to support them with physical and emotional regulation.	Challenging behaviours are minimised, and staff have an increased confidence in supporting pupils with their physical and emotional regulation and wellbeing. Progress to be captured through engagement and behaviour data.
Pupils will participate in outdoor learning. This will include a Forest School area, sensory trail and raised beds for horticulture.	Pupils will engage with experiences outside the classroom environment. This will foster independence and skills to participate in hands on and experiential learning. Success will be measured through curriculum and behaviour data. Progress to be captured through curriculum and behaviour data.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Therapy Team (Speech and Language Therapist, Occupational Therapist and Aroma Therapist) will deliver training and ongoing support to teachers and teaching assistants across primary and secondary phases (£30,000)	The integration of therapeutic strategies within teaching and learning will improve outcomes for our learners. Communication and emotional/physical regulation have a significant impact on the ability for our pupils to engage in learning. Behaviour data demonstrates that training form the Therapy Team increases the behaviour management skills used by staff. It supports staff to develop resources, understand the challenges experienced by our learners and develop successful interventions to overcome barriers to learning. Pupils will develop a greater independence and tolerance when taking part in daily routines and applying self-care regimes.	1,2,3,4
Outdoor Learning Adviser to support with the development of the outdoor learning area. (£750)	*Outdoor learning resources offer pupil premium children hands-on, engaging experiences that enhance their understanding of the curriculum while improving focus and motivation. These resources promote the development of teamwork, problem solving, and communication skills, helping to build confidence in an alternative environment. Additionally, outdoor learning supports physical and emotional well-being, reducing stress and fostering a positive attitude towards education, which can lead to improved academic outcomes for pupil premium pupils.* ***EEF – November 2016***	1,3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Resources to support the development of the High Park Reading Spine. £3,000	*'Children will need a range of wider language and literacy experience to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics'* ***EEF – Improving Literacy in Key Stage 1 recommendations – October 2021***	2
Resources to support the development of the outdoor learning area £7,000	*Outdoor learning resources offer pupil premium children hands-on, engaging experiences that enhance their understanding of the curriculum while improving focus and motivation. These resources promote the development of teamwork, problem solving, and communication skills, helping to build confidence in an alternative environment. Additionally, outdoor learning supports physical and emotional well-being, reducing stress and fostering a positive attitude towards education, which can lead to improved academic outcomes for pupil premium pupils.* ***EEF – November 2016***	1,3
Resources to support the development of the maths strategy within primary and secondary phases £2,000	Maths resources need to be motivating and 'hands on' for our pupils to engage with and learn. Carefully selected resources with a sensory focus will be purchased to support the implementation of maths in our primary and secondary phases.	2

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits off site. Minibus drivers to facilitate educational visits off site (£18,000)	Data collected as part of the High Park application for Beacon Status for Healthy Minds has demonstrated that pupils have increased their levels of resilience and independence through accessing opportunities to participate in educational activities off the school site. Many of our pupil premium pupils experience high levels of fear and anxiety that prohibit	1,4

	them from being close to other pupils, experiencing different places and managing change. Educational visits are an essential opportunity for teachers to support these learners manage anxiety and extend the experiences of pupils in preparation for life beyond High Park.	

Total budgeted cost: £ 60,750

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Please see Annual Review Pupil Premium Autumn 2023 document for specific information on outcomes for 2023-24.
Key outcomes from 2023-24

- The continued employment of the Speech and Language therapist has enabled collaborative work within the school between the SaLT and the staff team to embed the CORE strategies and develop personalised communication resources and strategies to support pupils. Regular meetings and refresher training and support showed that pupils were provided with the correct tools for their communication at each progression stage and pupils are being appropriately challenged and supported consistently.
- Pupils have successfully taken to the new routine by choosing their dinner in advance using visual supports. This has reduced emotional dysregulation and prepared pupils for community visits, where food isn't immediately given. Several classes have been able to transfer these skills in community cafes.
- Communication training and resource sharing with parents/carers and respite services, has allowed for a consistent approach to communication across all settings. This has developed pupils' confidence and persistence in communication. Pupils who have access to consistent communication strategies have made greater progress than those where approaches differ.
- Regular Pupil Motivator assessment allows staff to provide appropriate visual supports that promote pupil engagement in Communication. Access to motivating resources and activities encourages pupils to use visual supports to communicate appropriately and effectively.
- 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 and social inclusion – Several classes managed extended community visits including Canon Hall Farm, Legoland and Billy Bob's.
- Pupils are increasingly 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 beginning to understand the concept of 'turn taking'.
- More pupils are accessing activities in the community such as daily local walks which is having a positive impact on engagement in particular alertness and in emotional regulation.
- Through music therapy pupils are developing their confidence and expressive abilities. Recently we took part in the Musica Spectacula at St George's Hall, with performances by 4 different acts from High Park, representing pupils from primary and secondary phases.
- There is an increase in our use of personalised reading resources – with pupils showing much more awareness of print and images in their environment.
- Pupils are beginning to demonstrate a greater interest in reading for pleasure- this is clear through planning, assessment and spending time in classes – personalised books linked to key community visits has supported transitions but has also enabled pupils to reflect on favourite destinations. This will continue as a priority for 2024/2025
- Read Write Inc (RWI) is now embedded in school and delivered daily to pupils who can access it. We also have a pre-phonics strategy in place to support pre-readers and reading data demonstrates progress across the primary and secondary phases. Pupils

have demonstrated increasing engagement in writing activities with new equipment including individual writing boards in each class.

- Use of CORE Therapeutic Strategies supported pupils through dysregulation using 95% de-escalation techniques. Where referrals for additional support were made, observations were completed by the Therapeutic Positive Behaviour Support Team and bespoke support strategies were implemented to support. Classes described a marked difference in behaviour following bespoke strategy implementation.
- The implementation of the CORE Therapeutic strategies supports pupils' emotional regulation and readiness for learning. As a result of this pupils are engaging in the wider curriculum offer.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	