



Pupil premium strategy statement – Highshore School

This statement details our school’s use of pupil premium (and recovery 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 | 156 |
| Proportion (%) of pupil premium eligible pupils | 62.80 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | |
| Date this statement was published | December 31 st 2023 |
| Date on which it will be reviewed | December 31 st 2024 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £67,275 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £50,922 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £118,197 |

Part A: Pupil premium strategy plan

Statement of intent

At Highshore school our aim is to use pupil premium funding to help us achieve and sustain aspirational outcomes for our disadvantaged pupils. Our pupils face many challenges in their day-to-day life, including, but not limited to their socio-economic status. Therefore, we recognise that the potential for our disadvantaged pupils, through our use of pupil premium funding can help support them to:

- *Have sustained and good or above academic progress*
- *Social opportunities*
- *Develop their independence, self-help skills and communication in line with our school aims*
- *Progress to further and higher education and possible employability*

Core to our approach will always be high-quality teaching that supports all our pupils to overcome barriers to access a broad and balanced curriculum. Our teaching, through targeted and robust assessment procedures, identifies gaps in pupil knowledge leading to targeted and individualised teaching strategies.

As all of our pupils have SLCN difficulties, along with associated social and mental health difficulties, we aim to use our pupil premium funding to not only fund our Speech and Language support, but also provide to students' mindful leisure activities such as Yoga and Dance. This expands on previous years expenditure which was solely focused on SLCN.

Our strategy is driven by the needs and strengths of each young person. We aim to ensure that our Pupil Premium strategy focuses on improving the holistic profile of our students by focusing on their Communication and SEMHD needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our students primary need is SLCN. This impacts their ability to attend, understand and communicate their wants, needs and thoughts. As a result of this, their ability to access their learning poses many barriers. |

| | |
|---|---|
| 2 | <p>Sensory regulation</p> <p>Many of our students have sensory processing difficulties which effects their ability to regulate their senses and find calm. This then leads to difficulties</p> |
| 3 | <p>Extra-curricular Activities</p> <p>Many of our students do not access extra-curricular opportunities outside of school. This may be due to circumstance or access however, we wish for students to be able to take part in a number of activities that they are unable to access outside of school, that supports their social, emotional and physical wellbeing.</p> |
| 4 | <p>AAC support and training</p> <p>We have a number of students who use Additional Augmented Communication (hi-tech devices) in order to communicate. With a range of devices and programs across the school there is a high need for not just staff training but also support and training for families in their use at home.</p> |
| 5 | <p>Social, Emotional and Mental Health needs</p> <p>Many of our students suffer from anxiety and frustration related to both their communication difficulties but also life events that may happen to them. This affects their wellbeing on a daily basis and requires dedicated support so that they are able to be in a ready state of mind to focus on their learning in school.</p> |
| 6 | <p>Family Support</p> <p>Many of our families struggle with accessing respite, transport, DLA, and other forms of support on offer to them. This can be due to English levels, EAL, knowledge of support out there or just an understanding/support for filling out forms. By having this service in place, it also provides meaningful support, comfort and expertise to our families who struggle to receive this.</p> |

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 |
|--|--|
| <p>Yoga</p> <p>Access to Yoga will enable students to have a dedicated time where they can be mindful of their thoughts and bodies, enabling them to learn how to be present in the moment.</p> | <p>Success will be demonstrated by:</p> <ul style="list-style-type: none"> - Student surveys demonstrating enjoyment of yoga - Behaviour incidents reduced for students accessing yoga |
| <p>SaLT</p> <p>Access to SaLT will ensure all students have a communication strategy that enables them to access not just their curriculum but also engagement in the community.</p> | <p>Success will be demonstrated by:</p> <ul style="list-style-type: none"> - All students have a communication strategy - Students achieve their C and I outcomes in their EHCPs - A range of staff are trained to deliver SALT interventions |

| | |
|--|---|
| <p>Counselling</p> <p>To ensure that our students and families have access to high quality and trained mental health support.</p> | <p>Success will be demonstrated by:</p> <ul style="list-style-type: none"> - Identified students have access to counselling services - Families report the positive benefits of counselling service |
|--|---|

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: £ 27,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|---|-------------------------------|
| Structured SaLT interventions | Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| SaLT led CPD | Our impact - Voice 21 | 1, 4 |

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

Budgeted cost: £ 31,646

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Structured SaLT interventions within identified classrooms | Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Targeted 1:1 counselling for identified students | Effectiveness of school counselling revealed in new research (bacp.co.uk) | 5 |
| SaLT support school council meetings – representatives with AAC for student voice | When, How, and Why to Use AAC with a Child - Speech and Language Kids | 1, 3, 4 |

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

Budgeted cost: £ 58,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Family SEND Support | Parental engagement EEF (educationendowmentfoundation.org.uk) | 6 |
| Rolling program of Yoga for all students | (PDF) The Role of Yoga in Enhancing Student Well-being and Academic Performance: A Comprehensive Review (researchgate.net) | 2, 3, 5 |

Total budgeted cost: £ 118,096

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In reviewing our previous year, we had the progress towards our outcomes:

1) Improved communication and social skills for disadvantaged pupils

There was an increased focus on communication and vocabulary in Life skills, SoCo and more practical lessons such as PE. This was evidenced through monitoring visits by SLT where a greater focus on communication was evident. This was particularly evident in our AAC users who had a greater range of vocabulary pre-programmed into their devices- allowing greater engagement and access.

2) Improved communication and social skills for disadvantaged pupils, specifically in school based and external WEX activities.

Students with AAC were supported with school and external WEX activities by SaLT and support staff. This was achieved through SaLT support of WEX activities internally, for example pre-programming of vocabulary as well as modelling how to use student devices when taking part in WEX e.g., modelling use of students AAC when involved with the school café.

Our AAC students also had the opportunity (led by SaLT) to take part in weekly mentor meetings with an external AAC user who has established his own business. This provided mentorship and inspiration for students.

3) Disadvantaged pupils, particularly those using AAC devices, make the same progress in Maths as in Reading and Writing.

Our internal assessment data demonstrated that there was increased progress from students with an AAC device within their Maths. This has been attributed to a greater emphasis on Maths language being inputted into AAC devices and associated Speech and Language training for staff. However, we would still aim to close this gap through further training on Maths Vocab for AAC and all students. Monitoring also demonstrated a greater focus on AAC device use during lessons which we found an encouraging initial first step.

4) Disadvantaged pupils are invited and well represented in wider school activities such as clubs.

Our club offer was able to include 48% of Pupil Premium pupils across the year. We aim to continue to increase this offer, particularly to our Pupil Premium students where transport is often a barrier, by offering lunchtime clubs for those students unable to access. This will include football and library clubs at lunchtime.

5) Disadvantaged pupils are invited to attend the school holiday programme, which is designed to exclusively support disadvantaged pupils.

Throughout the year holiday clubs were offered for PP students across all Key Stages. Such clubs were run by SaLTs, sport coaches and support staff from the school. Parents provided positive feedback.