

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Point Academy
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	2.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Kelly-Leigh Kulyk Head Teacher
Pupil premium lead	Kelly-Leigh Kulyk
Governor / Trustee lead	Sian Reading

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,966
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 14,966

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At High Point Academy we aim to use our pupil premium funding to support our pupils to achieve wider world and academic skills to assist them for the future. All of our pupils who attend High Point have a diagnosis of autism and an EHCP. Pupils are unable to access mainstream education for a variety of factors:

- *Academically functioning below age related expectations*
- *Anxiety surrounding their Autism impacting on their ability to attend an educational environment which has large class sizes and significant transitions*
- *Speech, Language and communication needs which limit their communications skills*

With the use of pupil premium we aim to achieve positive outcomes in the following areas:

- *Academic Attainment*
- *Progressions to further education*
- *Employability*
- *Social Opportunities*
- *Development of social skills*
- *Develop speech, language and communication skills*
- *To develop resilient individuals*
- *Ensuring the PP grant reaches the pupils who need it most*
- *Addressing non-academic barriers to attainment such as behaviour, communication and attendance*
- *Outstanding teaching and learning*

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of our pupils, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our baselines have indicated that pupils who start at High Point Academy have received minimal support to assist them to develop strategies over time to manage their needs/ anxieties which they are faced in daily situations. This prevents them from at times being able to access their learning as their social and emotional skills have not been address.
2	Our assessments, observations and starting points and discussions with pupils and their families have shown that pupils social and communication skills are limited as pupils have not been equip with the skills and/ or tools to prepare them for adulthood.
3	Lack of targeted support for interventions which can support independence for the future and assist pupils to manage their own mental health and wellbeing.
4	Lack of school readiness, pupils have been given little preparation to support with transitions and change to equip them ready to learn
5	Pupils start at High Point with a lack of self-confidence and low self-esteem which impacts on their ability to access the curriculum.

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
Improved attainment for disadvantaged pupils in all subjects, especially English with the focus on speech, language and communication	<p>Achievements through performance at the end of the academic year.</p> <p>Targeted Speech and Language interventions to assist those to develop good communication skills, to aid beyond the classroom.</p> <p>Targeted assessments through OT/EP to ensure that the right help at the right time is being accessed to support academic outcomes.</p>
Improved outcomes for pupils with holistic targets which focus of social skills, mental health and wellbeing	<p>SCERTS and Wider world skills being achieved and EHCP reviews and termly outcomes reflecting positive outcomes within these areas</p> <p>Pupils to demonstrate within school confidence in communicating with others, who they are not familiar with and</p>

	<p>transferring these skills beyond High Point.</p> <p>Parents and carers through discussions sharing improvement in communication and social situations</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families.</p>
<p>Disadvantaged pupils feel better prepared for career progression and opportunities through mentoring, work experience and opportunity</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p>

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: £ 7524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly Professional development: Introducing weekly CPD training slot for all staff</i></p>	<ul style="list-style-type: none"> - Through the appraisal system training needs have been identified and a CPD system has been set on a termly basis to target gaps in needs to staff members both Teaching and support staff - Outcomes from learning walks, lesson observations and book trawls to identify areas of development and these to be addressed within these sessions to share good practice - Opportunities for staff to have an additional CPD slot during teaching time to allow for opportunities to further develop a mentoring process - Fortnightly Phase meetings. - External professionals to support with additional training (lego therapy, Makaton, communication books, team building, behaviour training) 	<p>All challenges</p>
<p><i>Purchase of one day per week Speech and Language Therapist Support</i></p>	<ul style="list-style-type: none"> - Sandwell NHS team to conduct assessments, implement targets and provide support to staff (support staff to aid daily communication and teaching staff to maximise opportunities to incorporate SPLC targets into their daily teaching). <p>Autism website expresses the relationship between autism and communication in a variety of contexts and the need for pupils to have access to this input to support them.</p> <p>Autism and speech</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement Occupational Therapy Support to address pupils sensory needs to support them in and out of the classroom	<p>OT input once per month.</p> <p>OT will assess pupils in class to assess their needs and barriers. OT will write a plan or progress for the pupils barriers. A report will be submitted as an additional needs report on the impact of the OT</p> <p>Why is occupational therapy important for autistic children? (autism.org.uk)</p>	1,3,4,5
<i>To purchase adhoc Educational Psychology input from Sandwell</i>	<p>High Point to assess individual pupil need to access the Education Psychologist.</p> <p>ED Psyc to assess and write a report which will outline areas for development and targets.</p> <p>High Point to implement findings and actions to support the individual child.</p>	1-5

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

Budgeted cost: £ 1942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To purchase Malachi (family support) to provide targeted intervention to pupils who are experiencing current or previous trauma with is a barrier to their mental health and wellbeing to enable them to be class-room ready.</i>	We have observed that when pupils get the opportunity to access talking 1:1 opportunities this enables them to 'off-load' their concerns discuss strategies and be able to return ready to learning to their lessons.	3,5

Total budgeted cost: £ 14,966

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 2020 to 2021 academic year.

High Point Academy opened in September 2021. We do not hold any data for pupils before this point.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A