

# Pupil premium strategy statement – High Point Academy 2022-2023

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	68
Proportion (%) of pupil premium eligible pupils	42.64% (29 Pupils) (10 female 19 male)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2021-2022
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kelly-Leigh Kulyk Headteacher
Pupil premium lead	Kelly-Leigh Kulyk
Governor / Trustee lead	Chris Owen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,805
Recovery premium funding allocation this academic year	£13,248
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£ 26,053

# 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.
6	Pupils reading abilities are below age expected and comprehension skills hinder their ability to be functionally Literate

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

## 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
<i>Weekly Professional development: Introducing weekly CPD training slot for all staff</i>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Outcomes from learning walks, lesson observations and book trawls to identify areas of development and</li> </ul>	All challenges

	<p>these to be addressed within these sessions to share good practice</p> <ul style="list-style-type: none"> <li>- Opportunities for staff to have an additional CPD slot during teaching time to allow for opportunities to further develop a mentoring process</li> <li>- Fortnightly Phase meetings.</li> </ul> <p>External professionals to support with additional training (Lego, therapy, Makaton, communication books, team building, behaviour training and Autism Training)</p>	
<p><i>Purchase of one day per week Speech and Language Therapist Support</i></p>	<ul style="list-style-type: none"> <li>- 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).</li> </ul> <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><a href="#">Autism and speech</a></p>	1,2,3,4,5

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

Budgeted cost: £ 18,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement Occupational Therapy Support to address pupils sensory needs to support them in and out of the classroom</p>	<p>OT input once per week. 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><a href="#">Why is occupational therapy important for autistic children? (autism.org.uk)</a></p>	1,3,4,5

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

Budgeted cost: £ 0

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>

**Total budgeted cost: £26,053**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **2021-2022**

*During the academic year we did not have KS4 pupils, therefore are unable to reflect our outcomes based on KS4 performance data.*

*We employed a Speech and Language therapist, which enabled us to assess all pupils needs for this service. Pupils were categorised into level of needs and based upon there EHCP identified needs. Pupils who required intense intervention the speech and language therapist trained identified staff members and created communication aids to support with their communication. This included PEC's books, communication books and AAC devices. Pupils and all staff were then trained how to support pupils within the classroom to develop their communication. As a result of these devices, pupils behaviour was significantly reduced as they are now able to communicate their needs.*

*Whole school staff training was also delivered by the Speech Therapist to look at aided language displayed and standardised Speech and language strategies to support all pupils withing the classroom. This has enabled key concept, vocabulary to be taught within the lesson, which has enabled learning to be engaging and accessible for all. This has in turn reduced the number of incidents of disengagement.*

*An Occupational Therapist has been employed one day a week. A whole school assessment of need has been completed and all staff have been trained to support pupils to conduct sensory breaks specific to their needs. This has supported pupil engagement within lessons and enabled pupils to self-regulate as they are having effective time to support with their sensory needs.*

*We have employed two full time pastoral and behaviour support staff members. This has provided opportunities for pupils to access support throughout their school day when required to assist with their emotions, self-esteem and confidence. This is reduced the amount of time staff are away from the classroom and pupils feel confident and empowered to access this support to aid their own self-regulation.*

#### **2020-2021**

*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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language	NHS Sandwell
Occupational Therapy	Midland OT

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A



## Further information (optional)

*n/a*