

Pupil premium strategy statement – High Point Academy 2025-2026

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	115
Proportion (%) of pupil premium eligible pupils	48.5% (56 pupils) 16 female 40 Male Year 7: 6 Year 8: 16 Year 9: 9 Year 10: 15 Year 11: 10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2024-2025 2023-2024
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£63,424
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

<p><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></p>	
<p>Total budget for this academic year</p> <p><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></p>	£ 63,424

Part A: Pupil premium strategy plan

Statement of intent

At High Point Academy, our goal is to use Pupil Premium funding to equip our pupils with essential academic and life skills that will prepare them for the future. All pupils attending High Point have an autism diagnosis and an Education, Health and Care Plan (EHCP). They are unable to access mainstream education due to a range of factors, including:

- Academic performance below age-related expectations
- Anxiety linked to autism, which affects their ability to cope in environments with large class sizes and frequent transitions
- Speech, language, and communication needs that limit their ability to interact effectively

Through the effective use of Pupil Premium funding, we aim to deliver positive outcomes in the following areas:

- Academic progress and attainment
- Development of reading skills
- Meeting pupils' sensory and physical needs
- Enhancing employability skills
- Providing social opportunities
- Building social and communication skills
- Supporting speech, language, and communication development
- Fostering resilience and independence
- Ensuring funding reaches those who need it most
- Addressing non-academic barriers to learning, such as behaviour, wellbeing, communication, and attendance
- Delivering outstanding teaching and learning

Additionally, we will support disadvantaged pupils in developing independent life skills and social competencies, while continuing to provide high-quality teaching and learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils with Autism often experience significant speech, language, and communication difficulties. These challenges can be compounded by limited access to early intervention, reduced exposure to rich language environments, and fewer opportunities for social interaction outside school. As a result, pupils may struggle to:</p> <ul style="list-style-type: none"> • Understand instructions and access the curriculum. • Express their needs and emotions effectively. • Build positive relationships with peers and adults. • Develop confidence and independence in learning. <p>This can lead to lower academic attainment, increased anxiety, and social isolation if not addressed through targeted support.</p>
2	<p>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.</p>
3	<p>Many pupils with autism experience significant difficulties with sensory regulation and fine motor skills, which impacts their ability to engage fully in classroom learning and complete everyday tasks independently. These challenges often lead to increased anxiety, reduced time on task, and reliance on adult support, limiting their academic progress and social participation. Without targeted intervention, these barriers can persist and widen the attainment gap,</p>
4	<p>Insufficient targeted support for interventions that promote future independence and help pupils manage their mental health and wellbeing.</p>
5	<p>Insufficient school readiness: Pupils have received minimal preparation for transitions and change, leaving them under-equipped to engage effectively in learning.</p>
6	<p>Low self-confidence and self-esteem: Pupils often start at High Point with reduced confidence, which negatively impacts their ability to access the curriculum.</p>
7	<p>Reading below age expectations: Pupils' reading skills and comprehension are significantly below expected levels, limiting their functional literacy.</p>
8	<p>Mathematical skills below age expectations: Pupils' mathematical abilities fall short of age-related standards, hindering their functional numeracy.</p>
9	<p>Attendance challenges linked to SEMH needs: Some pupils struggle to attend school regularly due to social, emotional, and mental health difficulties.</p>
10	<p>Curriculum access impacted by sensory dysregulation: Pupils experiencing sensory processing challenges find it difficult to engage fully with all areas of the curriculum.</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>Pupils with Autism and speech, language, and communication needs will make measurable progress in their ability to understand and use functional language, enabling them to access the curriculum, participate in social interactions, and regulate emotions more effectively. This will lead to:</p> <ul style="list-style-type: none">• Improved academic engagement and attainment.• Increased confidence in expressing needs and ideas.• Enhanced social inclusion and peer relationships.• Reduction in anxiety and behaviour linked to communication frustration. <p>Progress will be evidenced through SALT assessments, teacher observations, and pupil voice</p>	<ul style="list-style-type: none">• An increase in our targeted pupils meeting or exceeding their individual SALT targets by the end of the academic year.• Reduction in recorded incidents of communication-related frustration or behaviour.• Teacher observations show increased participation in classroom discussions and group work.• Pupil voice indicates improved confidence in expressing needs and ideas.• Parents report noticeable improvements in communication at home.
Improved attainment for disadvantaged pupils in all subjects, especially English and Maths with the focus on speech, language and communication, reading and basic number skills	<p>Achievements through performance at the end of the academic year.</p> <p>Targeted Reading programme (Fresh Start and Accelerated Reader) to support pupils reading and comprehension ability.</p> <p>Additional opportunities for reading beyond the classroom</p> <p>Additional skills-based number activities available beyond the classroom</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> <p>Bespoke targeted SEN interventions to support with SEND needs.</p>
<p>To improve pupils' ability to regulate sensory input and develop fine motor skills through targeted occupational therapy interventions, resulting in increased engagement and independence in classroom activities.</p>	<ul style="list-style-type: none"> • Pupils will demonstrate improved self-regulation strategies (e.g., use of sensory tools, calming techniques) as observed in classroom settings. • Pupils will show measurable progress in fine motor skills (e.g., handwriting, use of scissors) assessed through baseline and follow-up OT evaluation. • Increased time on task and reduced incidents of dysregulation recorded in behaviour logs.
<p>Enhanced pupil outcomes through holistic targets that prioritise social skills, mental health, and wellbeing, aligned with their EHCPs.”</p>	<p>Personal Learning Goals (PLGs) are set for all pupils, focusing on tracking progress against EHCP targets. Targeted support and carefully planned lessons aim to develop pupils holistically.</p> <p>Pupils are encouraged to build confidence in communicating with unfamiliar individuals and to transfer these skills beyond High Point.</p> <p>Parents and carers share observations of improved communication and social interactions through ongoing discussions.</p> <p>Workshops for parents and carers are provided to further promote pupil wellbeing beyond High Point.</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>Parent and Carer workshops to further enhance pupil well-being beyond High Point.</p> <p>KS4 transition preparation to college.</p>

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. Parent and Carer workshops to further enhance pupil well-being beyond High Point.
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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: £ 17,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly Professional development:</i> <i>Introducing weekly CPD training slot for all staff (£2000)</i>	<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 - Half-termly phase meetings. - External professionals to support with additional training (Trauma Informed training, Autism) - Careers Training - Drawing and talking training 	All challenges
<i>Purchase of one day per week Speech and Language Therapist Support (£15,795)</i>	<ul style="list-style-type: none"> - Petal Therapy 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). 	1,2,3,4,6

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

Budgeted cost: £ 21,261

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 (£20,330)	<p>OT input once per week.</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.</p> <p>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>	1,3,4,6
Phonics programme £931	To enable further support for our early readers	1,2,6,7

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

Budgeted cost: £ 24,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focuss – Behaviour Support (£4900)</i>		4,6, 9, 10
<i>Albion Foundation to support pupils to be involved in wider community links and building self esteem</i>		4,6,9,10

(£4968)		
<i>Play Therapy – Therapeutic remedies.</i> (£9500)	NHS England + Starlight's "Play Well" guidelines (2025): <ul style="list-style-type: none"> • Recognise therapeutic play as essential in supporting young patients' emotional wellbeing, reducing anxiety and trauma during medical procedures. 	4,6,9 10
<i>Attendance Rewards and initiatives</i> (£5000)	110308section3en.pdf (ioe.ac.uk) (Page 8)	9

Total budgeted cost: £63,424

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025

Key Stage 3

Expectations in Key Stage 3 are for pupils to make between 0.6 and 1.1 bands/steps of progress. There were 86 pupils in Key Stage 3 in 2024/2025.

Attendance impacted progress with the remaining.

Key Stage 4

Year 11

Pupil	English	Maths	Biology	Computing	DT/Art	Prep for work
A	3- GCSE ENT 3	2- GCSE ENT 2	1- GCSE ENT 2	L2 Pass	P3	P3
B	3- GCSE ENT 3	2- GCSE ENT 3	3- GCSE ENT 2	not entered	not entered	not entered
C	not not entered	entered	U- GCSE ENT 1	not entered	not entered	not entered
D	2- GCSE ENT 3	1- GCSE ENT 2	1- GCSE ENT 2	L2 Pass	P3	P3
E	1- GCSE ENT 3	1- GCSE ENT 2	2- GCSE ENT 3	not entered	P3	not entered
F	3- GCSE ENT 3	2- GCSE ENT 2	3- GCSE ENT 3	L1 Distinction	P3	not entered
G	2- GCSE	1- GCSE	2- GCSE	L2 Pass	P3	P3

	ENT 3	ENT 2	ENT 2			
H	2- GCSE ENT 2	not entered ENT 2	not entered		not entered	not entered

2023-2024

During the academic year 22-23 pupils all pupils within year 10 who were entered for entry level English and Maths achieved entry level 2 or higher.

Occupational Therapy- “It has been a really successful 1st full year at High Point Academy. Good working relationships have been established between the OT and school staff including Senior leadership, teachers and support staff as well as the students that have received direct, specialist support.

A key highlight has been the installation of the Occupational Therapy / Swing room which was completed and ready for use for the Spring and Summer Terms. It has been possible to complete training with more than 20 members of staff which means the equipment can be utilised with students across the school as part of the universal and targeted provision. In addition to these, students with specific needs have had specialist programs developed by the OT to tailor the input with the students.

The universal provision is becoming well established in the classrooms. Teachers and support staff appear to be growing in confidence of sensory based strategies to be utilised with all, and the roll out of class-based movement breaks is growing.

In addition to the universal and targeted provision of occupational therapy input, 12 students have also received direct, specialist input and assessment with the provision of reports and recommendations.”

Speech and Language- The following objectives have been achieved during the academic year 22-23:

- Support for new teaching staff/support staff across the school on ad hoc basis
- Enhanced therapist to deliver training when requested by school (modelling, blank levels, DLS)
- Enhanced therapist to deliver group therapy sessions e.g. social communication groups/lego therapy, narrative to small groups of children that have been highlighted as needing social communication input.
- Enhanced therapist to work with LSP and teaching staff on creating a ‘resources box’ that is accessible to all LSP’s and teachers (ongoing)

Reading- 28 pupils (44%) had a functional level of reading upon entry, and so are no longer tested using the Salford reading assessment. During the year 2022/23, a further 8 pupils achieved this benchmark, and are no longer assessed.

As such, 56% of pupils on roll have a reading age of 11+ and are considered functionally literate. These pupils continue to engage with daily reading, and progress is monitored using the Accelerated Reader programme.

2022-2023

At present we do not have any pupils within KS4 that have qualified for performance data.

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.

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
Albion Foundation	West Bromwich Albion
Hippodrome SEN Programme	Birmingham Hippodrome

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

n/a