

Pupil premium strategy statement – Highbury 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 (2023-2024) and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-----------------------|
| Number of pupils in school | 102 (when allocated) |
| Proportion (%) of pupil premium eligible pupils | 81.4 |
| 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) | 2022/2023 – 2025/2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Debbie Sweet |
| Pupil premium lead | Debbie Sweet |
| Governor / Trustee lead | Stella Spencer OBE |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £120,765 |
| 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> | £29,580 |
| 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> | £150,345 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils who face additional challenges in addition to their disabilities in relation to their social opportunities and wider enrichment.

Our aim is to ensure that children in receipt of pupil premium do as well as their peers in terms of academic attainment.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their education.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Individual Special Educational Needs of pupils |
| 2 | Access to specialist support for children with sensory processing/integration difficulties |
| 3 | Emotional well-being, behavioural and mental health needs of the pupils |
| 4 | Continuing impact of missed face to face learning during Covid-19 restrictions |
| 5 | Communication and regulation needs with both peers and adults |

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 continue to demonstrate an increased engagement with learning by accessing a personalised curriculum. | By 2025/6 Pupil attainment will show that all pupils are within the expected range in terms of meeting set targets, and making at least expected progress towards their EHCP ¹ outcomes |
| Improved regulation of emotions both in class and in school leading to effective behaviour or learning | By 2025/6 behaviour monitoring within school and CPOMS ² monitoring for incidents at home will evidence a decrease in serious incidents and an increase in engagement by parents with support offered by the school |
| To demonstrate children's increased communication skills with both adults and peers | By 2025/6 this increase will be demonstrated in staff observations, summative assessment and progression for EHCP outcomes |
| Increased availability of extra-curricular activities that support learning as well as emotional well being | By 2025/6 activities such as horse riding and rock climbing will be accessed by all pupils who receive pupil premium and are physically able to attend sessions. Feedback from home will indicate that broader experiences are replicated |

¹ Education Health and Care Plan

² School safeguarding software

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| | <p>outside of school and therefore increase children's opportunities for sport and enrichment.</p> <p>In school, we will observe that children's climbing behaviours are reduced where previously they have been problematic and inappropriate.</p> <p>Staff will observe that children experience and can convey a sense of pride in their achievements.</p> <p>*Some of these sessions are funded through an additional grant but the school need to add to the funding received</p> |
| <p>Music sessions will provide an opportunity for 'talent spotting' and will provide a vehicle for engagement and communication with children who are hard to reach.</p> <p>Music specialist working with highlighted children once a week both 1:1 and group sessions working on holistic approaches to teaching, with focus on communication, understanding, emotions, movement and memory</p> | <p>By 2025/6 all children across school who are in receipt of pupil premium funding will have accessed music tuition from a specialist music teacher.</p> <p>Children will demonstrate engagement and enjoyment in music lessons.</p> <p>Some children will develop skills with identified instruments which can continue outside of school.</p> <p>Engagement of children who are autistic and harder to reach will be improved through access to music.</p> |
| <p>Increased support for PP students to improve attainment</p> | <p>By 2025/6 there will be specialist support staff in key roles across school to support children's attainment. This will include the embedding of current roles such as the positive behaviour support assistants, intervenors, PE lead, phonics champions, continuous provision (CP) champions</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.

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

Budgeted cost: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Communication and sensory specialist employed by the school. Highlighted children to have communication intervention or sensory diets in place for staff team to complete while being overseen by the communication lead</p> <p>£34k</p> | <p>The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p> | <p>1,2,5</p> |
| <p>Positive behaviour support for children with complex SEMH needs. Establishing specialist provision within the school with additional support from educational psychologist, sensory integration occupational therapist (SIOT), Deputy head and SI lead in school</p> <p>£16k</p> | <p>Social, emotional and mental health (SEMH) needs to be met in order to reduce barriers to learning</p> <p>What are SEMH needs? - SEMH Barriers to Learning</p> <p>The school have established an service level agreement (SLA) for support from an SIOT in order to enhance it's offer for children with significant sensory integration/ processing difficulties. The school have a wave approach to provision and did not have staff available at wave 3 to support a targeted and specialist approach. Sensory integration is fundamental to regulation and being available to focus.</p> | <p>1,2</p> |

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

Budgeted cost: £64,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Employment of a Family Liaison Officer to support families to improve wellbeing at home, access to services and support out of school and attendance</p> <p>£20k</p> | <p>Positive relationships and strong collaboration between home and school are crucial.</p> <p>Supporting SEND - GOV.UK (www.gov.uk)</p> | <p>1,3</p> |
| <p>Play therapist working with identified children and families to support behaviour and wellbeing and as part of the COVID-19 recovery support</p> <p>£14k</p> | <p>Children with complex additional needs do not have access to a structured and impactful therapeutic service and traditional talk therapy approaches are neither appropriate or successful. This lack of appropriate therapeutic intervention means that too often children's mental health needs can be ignored and the focus remains on their learning difficulties. Many of the children at school experience trauma and need to be supported via an approach that is child-centred and holistic, involving upskilling parents and families.</p> <p>https://senmagazine.co.uk/content/activities/play/1762/it-s-not-about-talking/</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Music specialist working with selected children once a week plus group sessions with classes to support music provision across the school.</p> <p>£3k</p> | <p>Music is compulsory in the national curriculum for all primary pupils. The principles of cognitive load, components and clarity of instruction are particularly important for planning the learning of pupils with special educational needs and/or disabilities (SEND).</p> <p>Research review series: music - GOV.UK (www.gov.uk)</p> | <p>1, 2, 3, 5</p> |
| <p>Engagement of a Lead Practitioner for Physical Therapies to integrate physiotherapy, moving and handling and multi sensory impairment intervenor role and streamline the delivery of physiotherapy</p> <p>£7k</p> | <p>The school identified that affected pupils were significantly negatively affected by lockdown and the lack of regular access to physiotherapy. The commissioned service delivering in school is restricted to half a day a week.</p> | <p>1, 2</p> |

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| <p>Engagement of a multi sensory impairment intervenor with additional responsibilities for evidencing, risk assessment and planning, management of child looked after (CLA) resources and assessment; management of CLA's PEP (Personal Education Plan) reviews and paperwork, and attendance at CLA meetings</p> <p>£4k</p> | <p>The member of staff who is working as a 1:1 support is now involved in all CLA requirements and management meaning there is a integrated approach to day-to-day learning and planning.</p> | <p>1</p> |
| <p>Development of a dedicated space to support the delivery of and access to sensory integration activities and approaches .</p> <p>£16k</p> | <p>Due to expansion into the upstairs building, a classroom has become available to develop as a dedicated sensory integration space. With the support of the SIOT, the space will be planned to offer a bespoke environment where children who are working towards sensory intergration objectives can access specialist equipment which will support the development of their sensory integration . This will lead to improved regulation and focus which will impact on progress.</p> | <p>1,2,3,5</p> |

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Engagement of a play therapist to support teaching staff continuing professional development</p> <p>£11k</p> | <p>Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world and themselves. They also learn skills they need for study, work and relationships such as: confidence.</p> <p>The adult's role in supporting the development of play skills in children at Highbury is crucial.</p> <p>https://www.tulsaeducare.org/wp-content/uploads/2012/01/Educare-Content-G-Articles-Importance-of-Play-Article.pdf</p> | <p>3</p> |

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| <p>Monthly clinical supervision for teachers on a referral basis to support people management and communication/interpersonal skills</p> <p>£4.5k</p> | <p>Department for Education (DfE) commissioned research supports the provision of support, mentoring and training to support the well-being and development of staff.</p> <p>School and college staff wellbeing: evidence from England, the UK and comparable sectors (publishing.service.gov.uk)</p> | <p>3</p> |
| <p>Curiosity Programme</p> <p>Training in the early development of engagement and communication skills for children working at a developmental age of 2.5 years or below</p> <p>£2.5k</p> | <p>The curiosity programme is an essential pre-requisite programme designed to develop attention and communication skills in children working at the early stages of attention.</p> <p>It aligns with the principles of the engagement scales as detailed in the Rochford Review</p> <p>The Rochford Review: final report (publishing.service.gov.uk)</p> | <p>1, 3, 5</p> |
| <p>Team Teach trainers (including cost of training & expenses/backfill)</p> <p>£5k</p> | <p>Team-Teach training promotes de-escalation strategies and supports the reduction of risk and restraint, to assist teaching, learning and caring. It aims to increase staff confidence and competence, in responding to challenging behaviours, whilst promoting and protecting positive relationships.</p> <p>Keeping children safe in education 2023 part one 165 emphasises the additional vulnerability of children with SEND and the need for schools to consider risk associated with those children. By having our own staff who are trained to deliver team teach training, we will be able to fully fulfil this duty and ensure that the training is linked directly to the school's behaviour and well-being policy and reflects the needs of children within the school</p> <p>Keeping children safe in education 2023 (publishing.service.gov.uk)</p> | <p>1, 3, 4, 5</p> |
| <p>Sign supported English training programme for all staff</p> <p>£1k</p> | <p>Education Endowment Fund research shows more communication support is required for children following the COVID-19 pandemic</p> <p>Lockdowns hurt child speech and language skills - report - BBC News</p> <p>Sign Supported English is used as part of a total communication approach (where a combination of methods is used, eg a person might receive information via speech and signs but express themselves using signs and symbols).</p> | <p>5</p> |

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| | Why use signing within early years settings? (speechandlanguage.org.uk) | |
| Retention and staff support initiatives to reduce turnover and staff absence: A staff wellbeing programme providing rapid access to services such as GP appointments, physiotherapy and counselling. £4k | <p>Fostering resilience and mindfulness, promoting healthy and active lifestyles and ensuring a positive environment, including signposting to other resources were seen as key in the wellbeing report published by DfE in 2019.</p> <p>School and college staff wellbeing: evidence from England, the UK and comparable sectors (publishing.service.gov.uk)</p> <p>More than one in ten (12%) people with mental health problems are stuck on waiting lists for over a year before receiving talking treatments and over half (54%) wait over three months.</p> <p>People with mental health problems still waiting over a year for talking treatments - Mind</p> <p>Patients referred for physiotherapy are waiting an average of 45 days for routine and 18 days for urgent appointments.</p> <p>Patients waiting up to four months to see a physiotherapist in England Equipsme</p> | 1, 3 |

Total budgeted cost: £142,000

To carry over/left to spend: £8,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Highbury has a summative assessment system with children either engaged in subject specific learning or non-subject specific learning referred to as the engagement steps.

It is important to note that target setting for pupils with complex needs is a challenging process as all children have spiky profiles and do not follow predictable or linear progress. For this reason, targets are based on teacher knowledge of the children and what teachers consider to be realistic, yet ambitious targets. Targets are also based on prior rates of progress. Generally, the school sets median quartile targets for all children. By exception, some children may be set upper or lower quartile targets. The reasoning behind this is always reviewed as part of target setting meetings which take place at the end of the autumn term.

In reviewing progress, the summative data only offers part of the picture. Each child's progress journey is mapped on their individual case studies and the qualitative information contained in those case studies gives invaluable insight into progress and additional barriers to progress. In addition, EHCP outcomes are tracked at three points in the year and reported to families on an annual basis.

Whilst there is a requirement to comment on the progress of children in receipt of pupil premium funding it is important to note that due to the nature of needs, the most significant indicator of needs at Highbury school is the complexity and range of individual pupil need. The curriculum and teaching approaches at Highbury mean that every child has access to a highly personalised curriculum and this is designed to support individual need.

The tables below show the summary of progress for 39 children receiving pupil premium 2022-2023.

| Focus | Children receiving pupil premium: Engagement Steps | |
|--------------|---|---------------------------------------|
| Area | Target achieved or exceeded | Target not met by more than 5% |
| Exploration | 90% (35) | 10% (4) |
| Realisation | 90% (35) | 10% (4) |
| Anticipation | 90% (35) | 10% (4) |
| Persistence | 90% (35) | 10% (4) |
| Initiation | 100% | |
| Expressive | 90% (35) | 10% (4) |
| Receptive | 80% (31) | 20% (8) |
| Fine motor | 90% (35) | 10% (4) |
| Gross motor | 90% (35) | 10% (4) |

| Focus | Children receiving pupil premium: Progression Steps | |
|-----------------|---|--------------------------------|
| Area | Target achieved/exceeded | Target not met by more than 5% |
| Reading | 100% | |
| Writing | 100% | |
| Spoken Language | | 10% (4) |
| Number | 100% | |
| Geometry | | 10% (4) |
| Biology | 100% | |
| Chemistry | 100% | |
| Physics | 100% | |

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 |
|-----------|----------|
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