



High Park School  
Learning for Life



CARLTON  
ACADEMY TRUST

## Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Park School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Bridie Dorning
Pupil premium lead	Hannah Copeland
Governor / Trustee lead	Roger Butterfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,015
Recovery premium funding allocation this academic year	£43,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,519

## Part A: Pupil premium strategy plan

### Statement of intent

Publicly funded schools, such as High Park, get extra funding from the government to help them improve the attainment of their disadvantaged pupils, however schools can also spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support. At High Park we take our responsibility for improving the attainment of our disadvantaged pupils very seriously. We will maximise the use of the PPG by utilising a long-term strategy aligned to the School Improvement Plan (SIP) including reducing the barriers to the pupils' learning. This enables us to implement a blend of short, medium and long-term interventions. Our personalised approach to teaching pupils using their interests and motivators increases their engagement in learning and supports them to make progress in areas that will have the most impact in their adult lives. The focus on social communication, emotional regulation, physical and emotional wellbeing enable our pupils to develop the skills they need to be the most successful they can in their adult lives.

### Challenges

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

	Detail of challenge
1	Complex learning difficulties including autism,
2	Significant communication and interaction difficulties which impacts on friendships and access to social activities
3	Complex sensory processing needs which affect physical & emotional wellbeing
4	Significant levels of anxiety which affect physical & emotional wellbeing and that can decrease the ability to emotionally regulate.

### 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 have increased opportunities to make choices to improve their communication skills and confidence to interact with people.	Pupils will make a wider range of choices including new choices using visual supports (i.e. dinner time side options being introduced)  Pupils will make choices in a greater number of settings i.e. home environment and respite etc (evidenced through discussions with parents and carers)

Pupils will develop their functional reading skills	Pupils will demonstrate increased progress in reading through the use of meaningful and motivating materials. This will improve their functional reading skills and increase their enjoyment of reading as well as their independence.
Pupils will increase their social interactions skills leading to greater tolerance & participation in social activities at school and at home.	Pupils will participate in social activities with a greater number of people both at home and at school, including their peers. They will have a greater sense of themselves and increased confidence to interact with the people around them.
Staff will be in place, and strategies and support systems will be fully embedded to ensure challenging behaviour is minimised and there are high levels of engagement by all.	A member of staff identified and undertakes the qualification to become a Team Teach tutor, ensuring that all staff are supported to promote good behaviour and a culture of high expectations and learning are maintained across the school. Support staff will have increased confidence in supporting pupil wellbeing and understand the direct correlation between the consistent use of our core strategies to support wellbeing and increased pupil attainment.
Pupils will demonstrate greater engagement in learning across the curriculum.	Pupils will actively engage with an increased amount of curriculum activities and make progress in key areas as a result.

### 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: **£18,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered to staff by the Occupational Therapist and the	Classroom staff will receive training to increase their skills in supporting pupils' sensory processing needs and speech and language needs. This will ensure their	1,2,3,4

Speech & Language Therapist ( <b>£14,000</b> )	practice fully supports all pupils' development.	
To enable a member of staff (HLTA) to undertake Team Teach tutor training. This to support our CPD for staff that enhances our holistic approach in supporting our pupils to access learning ( <b>£2,500</b> )	<p>After researching roles of behaviour leads in other schools, the most effective roles are those who are not teachers and who are not in class full time. This member of staff will have time to support in class and train/mentor staff.</p> <p>For pupils who can be seen to be as Pupil Premium and their additional needs it is important they are given the best advantage to maximise every opportunity. "A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom".</p> <p><a href="#">Behaviour in school Jan 2022</a></p>	1,2,3,4
Educational Psychologist advice and training ( <b>£2,000</b> )	The Educational Psychologist will provide advice, guidance and training to support teachers to meet the needs of pupils with very complex learning needs including those with attachment disorder and social demand avoidance.	1,2,3,4

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

Budgeted cost: **£52,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to the cost of allocated Teaching Assistants to increase the personalised teaching of communication & reading	Communication strategies are carefully planned and personalised to promote the engagement of pupils. Allocated Teaching Assistants enable the delivery of this approach to maximise pupils' progress and ensure their individual and complex needs are fully met. The development of communication leads to progress in reading and by using such a personalised approach	1,2,3,4

<b>(£41, 500)</b>	we are able to provide meaningful opportunities for learning. Bespoke resources will be created using pupils' motivators to engage them in reading activities which will be meaningful and relevant to them.	
Music Therapy sessions to focus on developing communication and interaction skills. <b>(£3,000)</b>	Music is highly motivating for a large number of pupils and Music Therapy is an effective method of engaging and enabling pupils with SEND to develop their communication & music skills.	1,2,4
Resources to support the development of writing through Read, Write Inc, including classroom easels, A2 paper and pens, sloped writing boards and individual writing boards <b>(£2,500)</b>	"There is some evidence that, for younger children, unstructured activities—such as drawing a picture of their choice—are most effective at improving writing" so at High Park we are creating a wide and varied range of opportunities for mark making including through sensory resource. Read, Write, Inc are clear that children need to learn how to commit pen to paper so their marks are permanent and given validation. <a href="#">EEF Preparing for Literacy report and guidance</a>	1,2,4
Reading Books linked to curriculum themes and also pupils' motivators & resources such as puppets, small world toys, role play clothing etc to support the love of reading across the different ages and stages within school <b>(£5,500)</b>	The DfE in their current Reading guidance identify that it is impossible to mandate that pupils read for pleasure, but teachers can inspire pupils and engage them in reading widely. This depends, however, on embedding a school culture that values and supports reading for pleasure. Carefully selected books and matched sensory resources will be purchased to promote the application of reading in our new school curriculum – with a weekly or fortnightly books being the vehicle to hang the theme onto.	1,2,4

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

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community activities including minibus drivers to facilitate external visits. <b>(£18,000)</b>	Carefully planned community visits provides pupils with new experiences and opportunities to learn new skills and transfer existing skills into new situations. (A particular difficulty for pupils with autism).  This is a continuation from last academic year exploring new and varied opportunities and ensuring a differentiation across the key stages and learning pathways. This will better support pupils with Preparation for Adulthood and enable families / Personal Assistants to explore known environments with their child during weekends/ holidays.	1,2,3,4

**Total budgeted cost: £89,000**

## 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 2022 to 2023 academic year.

Please see Annual Review Pupil Premium Autumn 2022 document for specific information on outcomes for 2022-23.

Key outcomes from 2022-23

- More pupils are accessing activities in the community such as daily local walks which is having a positive impact on engagement, focus and emotional regulation.
- All Bases have been able to access swimming sessions in pools using 4 different pools. This allows for progression and development of physical skills as well as PSHE skills around independence and flexibility. This supports pupils in preparing for significant changes in their daily routines as they move into Post 19 provision. The confidence that children have developed in the pool after having such a long time off has been incredible – a range of

swimming certificates have been developed to capture the progression made and celebrate children's achievements with their parents.

- There is an increase in our use of personalised reading resources – with pupils showing much more awareness of print and images in their environment. This will extend with a continued focus on it within our School Improvement Plan.
- There has been an increased focus on the importance of the consistent use of visuals used with all pupils to support emotional wellbeing in addition to promoting communication – pupils were able to use these in one class to manage an extended community visit going to the Manchester Sea Life Centre.
- Pupils are more able to process information, for example, the use of Now and Next boards has supported some pupils to take turns and share resources which has had a significant impact on the development of social communication. Pupils who found it difficult to wait for a turn and would have previously become dysregulated are now increasingly recognising when it is a peers' turn.
- Pupils are demonstrating greater interest in reading – the impact is captured through planning, assessment and spending time in classes – personalised books linked to key community visits has supported transitions but has also enabled pupils to reflect back on favourite destinations.

### Externally provided programmes

Programme	Provider
n/a	