

## High Well School Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)

### School overview

Detail	Data
School name	High Well School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	17/12/2022
Date on which it will be reviewed	17/06/2023
Statement authorised by	Ms Louise Quinn
Pupil premium lead	Ms Louise Quinn
Governor / Trustee lead	Mrs Margaret Turner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,525
Recovery premium funding allocation this academic year	£40,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£102,195</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

- *At High Well School we aim to prepare every pupil for positive futures. Our core purpose is to develop our pupils' academic, social and emotional knowledge and skills so that each pupil leaves us ready and equipped for further education, employment or training, knows how to keep themselves safe, and are able to contribute to society.*

### Challenges

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

Challenge number	Detail of challenge
1	0% of pupils arrive at High Well working at ARE. In Years 9,10 & 11 the average KS2 standardised score on entry was 89. In Year 8 20% of the cohort reached the expected standard in RWM at KS1 and in Year 7 10%.
2	Each individual pupil has unique circumstances and has often attended numerous schools/provisions before attending High Well School, meaning a disrupted education and significant gaps in learning

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3	The average reading age on entry for the 22/23 cohort was 8 years 7 months. 20% of the whole school population require early reading intervention, including phonics.
4	80% of pupils on roll were classified as persistently absent on entry. The average attendance on entry is 61.33%. The average PA attendance on entry is 52.87%

### 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 are closer to age related expectations when they leave High Well School compared to when they start	Gap between pupils' attainment and ARE decreases
Attendance increases and persistent absence reduces	% of pupils PA decreases from baseline of 80% on entry and is in line with other SEMH special schools
Pupils leave High Well with a minimum of functional reading age and can access the KS3 & 4 curriculum.	Pupils receiving phonics/reading intervention increase their reading ages and reduce the gap between reading ages and chronological age
Pupils leave with appropriate accreditation which allows them to remain in EET post 16.	KS4 data demonstrates a range of qualifications achieved and a high proportion of pupils in EET and remaining in EET

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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: **£6,647**

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT Teaching and Learning costs	<p>Spending on developing high quality teaching (which may include investing in professional development, training and support for early career teachers, along with recruitment and retention) ensures an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>Mastery learning, as recognised by EEF, provides a depth of understanding and over-learning that meets the needs of learners with SEMH needs.</p>	1, 2
White Rose Maths		1,2
		1,2

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

Budgeted cost: **£24,671.35**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Lead Costs	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p>Classroom teachers and Teaching Assistants can provide targeted academic support to classroom teaching.</p>	3

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Senior TA Reading Intervention	<p>Phonics, as recognised by EEF, is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. It has a positive impact overall (+5 months) with very extensive evidence.</p> <p>Alongside phonics reading comprehension, as recognised by EEF, is a crucial component of early reading instruction. Reading comprehension strategies are high impact on average (+6 months).</p>	
Read Write Inc. Fresh Start training and ongoing subscription		
One-to-one Tuition/small group tuition	<p>For pupils that find the classroom environment challenging. This supports them to continue to make academic progress and work towards accreditation in Key stage 4 and towards post 16 provision.</p> <p>One to one tuition, as recognised by EEF, is an effective strategy for providing targeted support and, on average, very effective at improving pupil outcomes.</p> <p>Small group tuition, as recognised by EEF, is effective at targeting pupils from disadvantaged backgrounds and has an average impact of four months additional progress over an academic year.</p>	1,2 &3

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

Budgeted cost: £90,250

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	<p>Non-academic challenges to success in school, including attendance, behaviour and emotional support, negatively impact upon academic attainment.</p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance have also been more prominent.</p> <p>High Well School have had significant challenges in relation to attendance. 86% of pupils who arrive are classed as 'persistently absent'. The Attendance Officer post is paramount to supporting pupils to attend school.</p>	4
Construction Workshops	<p>Non-academic challenges to success in school, including attendance, behaviour and emotional support, negatively impact upon academic attainment.</p>	1,2,& 4
Reverse the Cycle	<p>Supporting pupils' behaviour and social emotional development through vocational learning is important so they are able to engage in the rest of the curriculum on offer.</p> <p>Social and Emotional Learning approaches, as recognised by EEF, can have a positive impact, on average, of 4 months additional progress in academic learning.</p>	4

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<p>Keats Alternative Provision</p>	<p>Non-academic challenges to success in school, including attendance, behaviour and emotional support, negatively impact upon academic attainment.</p> <p><i>Action to Change works with the most disengaged pupils who are unable to access high quality teaching and targeting academic support. It is a vocational learning setting for up to 4 days per week which also includes maths, English and science tuition on a small group or 1:1 basis.</i></p>	<p>1,2,3 &amp; 4</p>
<p>Inspire ED Alternative Provision</p>	<p>Small group tuition, as recognised by EEF, is effective at targeting pupils from disadvantaged backgrounds and has an average impact of four months additional progress over an academic year.</p> <p>One to one tuition, as recognised by EEF, is an effective strategy for providing targeted support and, on average, very effective at improving pupil outcomes.</p> <p>Social and Emotional Learning approaches, as recognised by EEF, can have a positive impact, on average, of 4 months additional progress in academic learning.</p>	

Total budgeted cost: £121,568.35

Part B: Review of outcomes in the previous academic year

Outcome for disadvantaged pupils

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Intended outcome	Impact
Pupils are closer to age related expectations when they leave High Well School compared to when they start	Pupils accessing a range of accreditation at HWS from entry level to GCSE/BTEC.
Attendance increases and persistent absence reduces	PA % decreased from 80% on arrival to 57% 21/22
Pupils leave High Well with a minimum of functional reading age and can access the KS3 & 4 curriculum.	Average reading age increase of 22 months in two terms for pupils receiving reading intervention.
Pupils leave with appropriate accreditation which allows them to remain in EET post 16.	<p>79% of Year 11 pupils 2021/22 left with a qualification in both English and mathematics.</p> <p>79% of 2021/22 cohort are in EET March 2023</p> <p>Increase in the range of post-16 destinations, particularly in employment.</p>

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