**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | High Well School |
| **Academic Year** | 2018/19 | **Total PP budget** | £39,270 | **Date of most recent PP Review** | October 2018 |
| **Total number of pupils** | 71 | **Number of pupils eligible for PP** | 58 | **Date for next internal review of this strategy** | April 2019 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | 11% of pupils on roll at High Well achieved age related expectations at KS2. 0% of pupils arrive at High Well working at age related expectations. Pupils begin High Well with a lack of experience of success in learning and will be accessing the curriculum at a range of levels including pupils working within KS1 expectations. 15/52 pupils did not reach High Well’s expected progress target in July 2018. All 15 pupils were PP. Of the 15 pupils only 1 pupil’s attendance was above 90%.  |
|  | Each individual pupil has unique circumstances and has often attended numerous schools and provisions before attending High Well School. On average pupils have had 2 school placement changes prior to attending High Well (not including moving from primary to secondary provision) meaning a disrupted education and significant gaps in learning.  |
| **C.** | The majority of pupils have obstacles to their learning based on their ability to communicate their needs in an appropriate way, their social and emotional development and their ability to interact with others. Pupils are expected to re-enter mainstream education, employment or training Post 16, however come to High Well with a lack of skills in independence, confidence, self-esteem, resilience, problem-solving and life skills. Pupils and families due to past experiences often have a negative perception of education and this is reflected in their aspirations for the future.  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | 72% of pupils on arrival al High Well are classed as persistently absent from their previous school/provision. The average attendance for PA pupils on arrival is 56%. The average attendance for PA PP pupils in October 2018 was 48.99%. Good attendance and punctuality are crucial for pupils to make progress in all aspects of their development as well as preparing pupils for Post 16 provision. There is a direct link between underachieving pupils at High Well School and persistent absence, with all pupils who did not make expected progress in 2017/18 being persistently absent. |
| **E.**  | There is high pupil movement into the school at different times of the academic year and in different year groups. 67% of pupils of the 2018/19 current cohort did not start High Well in Year 7. |
| **F.** | All pupils eligible for Pupil Premium have an Education, Health and Care Plan for profound/severe Social, Emotional and Mental Health needs. Many pupils also have secondary needs including Autism and speech and language difficulties.  |
| **G.** | Increase in the number of CiC at High Well. Currently 8 CiC on roll. Three pupils requiring bespoke packages of education as they have experienced failure in previous out of district education/care placements.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **Staff lead** | **When will you review implementation?** |
| All pupils leave HWS with a qualification in Mathematics & English and have secured Post 16 provisionReduction in the number of pupils classified as NEET | Bespoke packages of support including1:1 tuition and vocational provision put in place for CiC and PP pupils at KS4 who are not engaging with/attending education on the school siteFortnightly access to Connexions PA for independent CEAIGBespoke transition plan for each pupil to ensure appropriate Post 16 provision is secured | 2017/18 Year 11 cohort increase in the number of pupils NEETStatistically pupils with SEMH needs are the least likely among SEND cohort to sustain their post 16 destinations (67% according to DfE statistical release for 2016/17). If deprivation and being in care are added to SEND needs then the likelihood of sustaining in Post 16 provision are further reduced.  | HTKS4 LeadConnexions PAAttendance Officer | Fortnightly meetings between KS4 Lead and Connexions PAFortnightly meetings between Attendance Officer, EWO & HTHalf termly data ReviewTermly PEP meetings for CICAnnual EHCP review meetings |
| **Total budgeted cost** | £25,674 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **Staff lead** | **When will you review implementation?** |
| Reduce persistent absence for PP and CiC to 50% by July 2019 | Increase the hours of attendance officer post from 27.5 to 34 hours per week to increase availability for home visits and meeting with professionalsReview current attendance system and processes to ascertain how they impact on the attendance of pupils in hard to reach familiesRaise the profile of attendance across the school with a whole school focus on promoting ‘Good Attendance’ in Spring & Summer terms 2018/19Analyse data to identify a target cohort of pupils whose attendance could be moved from PA to non-PA by July 2018Analyse current and historic data to identify a target cohort of hard to reach familiesWorking with families identify barriers preventing ‘good attendance’ and assess whether a multi-agency approach is requiredCreate a personalised plan for each family addressing barriers and setting appropriate targets to improve attendance  | Attendance of non PP pupils is 8.29 higher than PP pupils in Oct 18. PP 69.43% Non PP 77.72%.Pupils who are persistently absent are more likely to underachieve than pupils with good attendance. 72% of pupils arrive at High Well School with attendance classified as PA with average attendance of PP PA pupils Oct 18 at 48.99% Pupils who remain PA are less likely to achieve a range of qualifications for access to Post 16 provision and are also more likely to become NEET Post 16. Pupils who remain PA are less likely to have developed skills in a range of areas including, communication, confidence, self-esteem, resilience, problem-solving and life skills again reducing access to Post 16 provision and reducing the likelihood of sustaining their destinations. The benefits of attending specialist provision, including access to smaller class sizes with a high staff to pupil ratio, interventions for literacy & numeracy as well as interventions for social emotional, mental health and behavioural needs are reduced if pupils are PA. | LQBCSSEWOClass Teams | Fortnightly with through meetings with EWO & Attendance OfficerHalf termly in data collectionsTermly through reporting to GB |
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| **Total budgeted cost** | £15,496 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2017/18 Total PP Budget 38,530** |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Improve attendance of PP pupils | Appoint an attendance officer in partnership with WDHBuild positive relationships with parents/carersImplement and promote attendance rewards systemIncrease prosecution for non-attendance | Attendance officer appointed for September 2017 startIncrease in number of pupils/families on fast-track proceedings and referrals to EWSIncrease in the numbers of pupils achieving half-termly attendance reward meal for 95% or above attendanceYear 7 cohort 17/18- 8 pupils were PA on arrival with 2 pupils PA in July 2018 | Having a dedicated role for improving attendance is supporting pupils to increase their attendance. The impact of the attendance officer and subsequent rewards system can be most clearly seen in KS3. PA is higher in KS4 and the approaches taken to date were unlikely to have a large impact on pupils whose attendance has been poor for a number of years and where attitudes towards good attendance are more difficult to change. The systems and processes in place are not yet having an impact on the hardest to reach families where persistent absence has been present for many years and across siblings in the family. This will be addressed through 2018/19 plan. | £14,243 |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost**£30,647 |
| Improve engagement for PP pupils | PP pupils given priority for vocational sessions in small groups, 2:1 or 1:1 dependent on SEMH needsPupils build and complete tasks together in a working environment and produce final productsPupils apply numeracy and literacy skills in real world work situationsPupils work with a positive male role model who supports with attitudes to learning and appropriate behaviours required in a working environmentPupils provided with opportunities to partake in arts projects to develop creativity and communication skills | 1:1 and small group vocational offer has provided good experiences for pupils of a work related environment, including health and safety and real life application of classroom learning and maths and English. There has been higher engagement by pupils with independent CEAIG provided through the connexions service with pupils.The approach was also utilised on a whole class basis for Year 9s which had mixed results as not all pupils were interested in construction and therefore did not fully engage. 4% reduction in exclusions despite an increase in pupil numbers.All year 11 pupils with the exception of 1 who are LAC or PP left HWS with English and Maths qualifications and applied for a place for post 16 provision. | 1 pupil did not leave with a maths or English qualification. This pupil refused to attend school for either years 10 or 11 and was prosecuted for non-attendance.This approach will continue and remains part of the schools Wave 3 provision |  |
| Reduce number of restraints for LAC and PP | Train two staff as Emotional Literacy Support AssistantsELSAs to prioritise PP and LAC (if not receiving support from CAMHs) to develop emotional literacy and assist pupils in managing their own behaviours | Reduction in the percentage of PP & LAC pupils involved in restraints by 11% 4% reduction in exclusions even with higher pupil numbers.Overall increase in SDQ scores for pupils engaging with ELSA shows that pupils are developing their emotional literacy.2 pupils who refused in the past to engage with CAMHS now are engaging with support from ELSAs | Having ELSAs as part of the school’s core offer is essential, however the approach needs to be further developed as if there is any staff absence in relation to ELSAs then the provision is not available. Plan is to increase the number of staff trained as ELSAs so each class team has a trained ELSA. |  |
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