

# High Well School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	High Well School				
<b>Academic Years</b>	2019-21	<b>Total PP budget 19/20</b>	£42,235	<b>Date of most recent PP Review</b>	October 2020
		<b>Total PP budget 20/21</b>	£58,990		
<b>Total number of pupils</b>	82 19/20 73 20-21	<b>Number of pupils eligible for PP</b>	68 19/20 54 20/21	<b>Date for next internal review of this strategy</b>	February 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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. The average reading age on entry is
<b>B.</b>	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.
<b>C.</b>	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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	79% of pupils on arrival at High Well are classed as persistently absent from their previous school/provision. The average attendance for PA pupils on arrival is 60%. 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 2018/19 being persistently absent.
<b>E.</b>	There is high pupil movement into the school at different times of the academic year and in different year groups. 41% of pupils of the 2018/19 cohort did not start High Well in Year 7.
<b>F.</b>	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.
<b>G.</b>	Increase in the number of CiC at High Well. 2019/20 - 8 CiC on roll and 2020/21 – 7 CiC on roll. Currently 3 CiC pupils have bespoke packages of education to meet their complex needs.

### 3. Planned expenditure

Academic years

September 2019 – 31<sup>st</sup> March 2021

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.

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<p>To improve the quality of teaching through professional development, training and peer support.</p>	<p>Use IRIS Connect to review, reflect on, and develop practice</p> <p>Equipment will be set up in each class to allow for the regular recording of lessons. There will be fixtures to facilitate recording from two cameras (iPads), one focussing on the teacher and one focussing on the learners.</p> <p>Teachers will record lessons regularly and review these individually to reflect upon their practice.</p>	<p>EEF 2019: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium”</p> <p>EEF Pilot study findings for IRIS Connect:</p> <p>The overwhelming majority of teachers who responded to the survey believed that the intervention was a good use of their time and had improved their practice.</p> <p>The intervention seems to help teachers in two ways: (i) by helping teachers to identify possible improvements in practice, and (ii) by helping teachers to become more comfortable with discussing their classroom work with others.</p> <p>Within our setting, the presence of an observer in the room may lead to a change that does not reflect how a lesson would normally be. This applies to SLT or specialist teachers observing lessons or external visitors, such as Educational Psychologists, observing individual students. Through the use of iRIS connect it is possible to capture what happens in a lesson on a daily basis, unaffected by external influences.</p>	<p>AC</p>	<p>Lessons will be reviewed on a termly basis with SLT or subject specialists. Review meeting will be help to analyse the footage identifying areas of strength and creating an action plan to improve practice within areas of development.</p> <p>The termly Quality Assurance cycle will review teacher progress towards individual areas for development. This will also consider pupil progress towards individual assessment targets.</p> <p>Teachers’ annual performance management targets are also connected to the impact upon their pupils of using iRIS Connect.</p>

	<p>Each term, teachers will submit one lesson to be reviewed with a senior colleague, this will usually be a member of SLT or a specialist subject teacher.</p> <p>Lessons will be reviewed and strengths and areas for development evaluated.</p> <p>Action plans will be put in place in order to focus on improving practice in individual areas of development.</p> <p>Coaching from subject specialist teachers will be given providing expertise in the identified development areas.</p> <p>There will be a termly Quality Assurance cycle with the aim of ensuring that all teaching at High Well is at least Good</p> <p>External CPD through STEM Learning on teaching Maths as a non-specialist.</p> <p>Training shared with staff through targeted CPD sessions</p>				
<b>Budgeted Cost 19/20</b>					£1,948

<b>Adaptations due to Covid-19</b> <b>White Rose Maths subscription to support remote learning for pupils and also improve quality first teaching for non-specialist maths teachers.</b>	<b>Budgeted Cost 20/21</b>	£2236.00
	<b>Total budgeted cost</b>	<b>£4184.00</b>

**ii. Targeted Academic Support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?																			
<p>Respond to pupils' opinions on reading in school.</p> <p>Greater choice of reading books are available and matched to pupils' abilities and interests</p> <p>Accurate assessment of reading skills leading to personalised reading programme for pupils</p> <p>Each class has a team of staff who are effectively trained to deliver a range of reading interventions</p> <p>Tiered approach to reading intervention based on the difference between reading age and chronological age</p> <p>Reading &amp; comprehension ages increase across the school and should increase by x2 the length of intervention (i.e. 12 weeks intervention = 24</p>	<p>Survey pupils across the school on reading and their experience of reading at High Well</p> <p>Hodder reading assessments undertaken termly in KS3</p> <p>Star Reader termly assessment in KS4</p> <p>WIATT assessments to be administered annually for pupils who may need extra time in exams.</p> <p>Analyse data from reading assessments to diagnose gaps in learning in order to prescribe a reading programme particular to each pupil's needs.</p> <p>Purchase a range of resources and address the varying reading attainment for pupils including:</p> <ul style="list-style-type: none"> <li>Phonics screening assessment sheets.</li> <li>Jolly Phonics Big Books (1 per class)</li> </ul>	<p>Need to understand pupils' perception of reading and barriers to reading in school</p> <p>"Effectively diagnosing reading difficulties is an important first step, particularly for older struggling readers. Are you confident as to whether the problem(s) a pupil has are related to decoding, the structure of language or vocabulary, which may be subject-specific?" (EEF, 2014)</p> <p>"Phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns. " (EEF, 2014)</p> <p>"On average, for older, struggling readers reading comprehension approaches have an impact of about four months' additional progress. Many reading comprehension approaches can be usefully combined with collaborative- and peer-learning techniques." (EEF, 2014)</p> <p><u>Accelerated Reader Data 2019</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Gap between chronological age and reading age</th> </tr> <tr> <th style="background-color: #f4a460;">&lt; 2 Years</th> <th style="background-color: #9999cc;">2.01 – 4 Years</th> <th style="background-color: #f4a460;">&gt; 4 years</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Year 8</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Year 9</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Year Group	Gap between chronological age and reading age			< 2 Years	2.01 – 4 Years	> 4 years	Year 7	3	3	3	Year 8	2	6	1	Year 9	1	4	5	BM	February 2020 and half-termly thereafter
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<p>weeks increase in reading age)</p> <p>Reading is a daily activity in every classroom</p> <p>Pupils are more confident and fluent readers and enjoy reading.</p>	<ul style="list-style-type: none"> <li>Phonics Stile Tiles set for KS1 and KS2.</li> <li>Rainbow Readers for sight word teaching</li> <li>Guided reading resources for reading comprehension</li> <li>Renew Accelerated reader and star reader assessment system</li> </ul> <p>Provide release time for training TAs on intervention and assign time on CPD calendar for reviewing interventions</p> <p>Schedule training for teaching staff on guided reading and implementing a reading scheme in their class</p> <p>Create a set of expectations for developing reading in classes, including daily opportunities for reading and twice weekly comprehension lessons</p>	<table border="1"> <tr> <td>Year 10</td> <td>2</td> <td>0</td> <td>4</td> </tr> <tr> <td>Year 11</td> <td>4</td> <td>6</td> <td>4</td> </tr> <tr> <td rowspan="2">Year Group</td> <td colspan="3">Gap between chronological age and reading age</td> </tr> <tr> <td>&lt; 2 Years</td> <td>2.01 – 4 Years</td> <td>&gt; 4 years</td> </tr> <tr> <td>Year 7</td> <td>No Data</td> <td>No Data</td> <td>No Data</td> </tr> <tr> <td>Year 8</td> <td>5</td> <td>1</td> <td>0</td> </tr> <tr> <td>Year 9</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>Year 10</td> <td>No Data</td> <td>No Data</td> <td>No Data</td> </tr> <tr> <td>Year 11</td> <td>No Data</td> <td>No Data</td> <td>No Data</td> </tr> </table> <p><u>WIAT Data 2019</u></p>	Year 10	2	0	4	Year 11	4	6	4	Year Group	Gap between chronological age and reading age			< 2 Years	2.01 – 4 Years	> 4 years	Year 7	No Data	No Data	No Data	Year 8	5	1	0	Year 9	3	2	3	Year 10	No Data	No Data	No Data	Year 11	No Data	No Data	No Data		
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<b>Budgeted Cost 19/20</b>				£6,965																																			
<p><b>Adaptations due to Covid-19</b></p> <p><b>Due to the first lockdown, progress in reading for pupils not attending school was limited. To mitigate the impact, all classes now have 2 dedicated reading periods per week on their timetable. Each class has a range of interventions available to meet individual pupil needs including phonics intervention, comprehension and interventions for pupils with specific learning difficulties. Additional resources have been purchased which includes:</b></p> <ul style="list-style-type: none"> <li><b>Digital reading resources (Espresso Education)</b></li> <li><b>Rising Star Comprehension Y1-6 and Y4 Spelling</b></li> <li><b>Accelerated Reader &amp; Star Reader Renewal</b></li> </ul>				<p>£385.00</p> <p>£684.00</p> <p>£2000.00</p>																																			

**Total budgeted cost September 2019-31<sup>st</sup> March 2021**    **£10,034.00**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase engagement with learning leading to academic and social and emotional progress for PP and CiC	1:1/small group tuition daily for 11 pupils  Weekly access to vocational learning to include Wilderness provision and Reverse the Cycle for 8 pupils per week	Pupils who cannot engage with and access the curriculum in class, require a different approach which develops resilience both emotionally but also in learning and working for longer periods of time. Working on a 1:1 or small group basis provides emotional safety to make mistakes, develop secure relationships with staff and specific interventions to close gaps in learning.  EEF 2018 – Overall, studies of adventure learning consistently shows positive benefits on academic learning. On average pupils who participate in adventure learning interventions make approximately 4 months' additional progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence	SLT/SENCo/Attendance Officer	Half-termly from
			Budgeted Cost 20/21	<b>£38,800</b>
<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduce persistent absence for PP and CiC based on PA percentages 2018/19.  Targets for year groups:	Maintain increase the hours of attendance officer post at 34 hours per week to ensure availability for home visits and meeting with professionals	Pupils who are persistently absent are more likely to underachieve than pupils with good attendance. 79% of pupils arrive at High Well School with attendance classified as PA.	LQ BC SS EWO Class Teams	Fortnightly with through meetings with EWO & Attendance Officer Half termly in data collections

<p>Year 7 reduce PA from 100% to 60%</p> <p>Year 8 reduce PA from 50% to 40%</p> <p>Year 9 reduce PA from 36.6% to 30%</p> <p>Year 10 reduce PA from 67% to 57%</p>	<p>Improving attendance remains a high priority throughout the school. Continue to raise the profile of attendance and promoting 'good attendance' with parents/carers</p> <p>Analyse data to identify a target cohort of pupils whose attendance could be moved from PA to non-PA by July 2020</p> <p>Analyse current and historic data to identify a target cohort of hard to reach families</p> <p>Working with families identify barriers preventing 'good attendance' and assess whether a multi-agency approach is required</p> <p>Create a personalised plan for each family addressing barriers and setting appropriate targets to improve attendance</p>	<p>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.</p> <p>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.</p> <p>The benefits of attending specialist provision, including access to smaller class sizes with a high staff to pupil ratio, interventions for literacy &amp; numeracy as well as interventions for social emotional, mental health and behavioural needs are reduced if pupils are PA.</p>		<p>Termly through reporting to GB</p>
<b>Budgeted Cost 19/20</b>				£22,390
<p><b>Update on progress November 2020</b>  <b>Data analysed from September 2019- March 2020 demonstrates the following:</b>  <b>Year 7 PA reduced from 100% to 76.9%</b>  <b>Year 8 PA reduced from 50% to 37.5%</b>  <b>Year 9 PA reduced from 36.6% to 30%</b>  <b>Year 10 PA increased</b></p>				

				<b>Total budgeted cost 19/20 &amp; 20/21</b>	<b>£44,680</b>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
<p>Year 11 pupils have experienced taster courses in a range of subject areas in order to make informed choices for Post 16 provision</p> <p>Year 11 pupils have experienced life at college and understand the rules and expectations and have experienced these on a weekly basis</p> <p>All Year 11 pupils have secured Post 16 provision appropriate to their interests and needs</p> <p>Reduction in the number of pupils classified as NEET compared to 2017/18 &amp; 18/19</p>	<p>Undertake strategic meetings with Wakefield College to establish a partnership working model to engage with pupils from High Well prior to applying for and entering Post 16 provision at Wakefield College</p> <p>To provide mutual professional support to develop a curriculum and delivery model which meets our pupils' needs.</p> <p>Commission transition course in conjunction with Wakefield College for Year 11 pupils at High Well 1 day per week for 2 terms</p> <p>Timetable staffing to allow sufficient staff to support at Wakefield College 1 day per week as well as provide capacity at High Well for any who do not participate so that the curriculum can still be delivered.</p>	<p>Pupils from HWS are expected to enter mainstream Post 16 provision from specialist provision. Pupils have historically found the step between specialist provision and mainstream Post 16 provision very challenging which has led to pupils changing courses or leaving Post 16 provision within the first term.</p> <p>Statistically 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.</p>	NF/RC High Well Inclusion Coordinator Wakefield College	October 2019 and half termly thereafter with High Well staff and Wakefield College Lead	

<b>Budgeted Cost 19/20</b>				£13,440
<b>Adaptations due to Covid-19</b> Transition to Post 16 provision was affected by Covid-19 so capacity was provided to release 1 TA to support Year 11 pupils in college and Post 16 provision for 10 weeks from September – November 2020. This has resulted in pupils remaining in EET longer than previous academic years and has developed a stronger understanding of expectations within Post 16 provision and also relationships with Post 16 staff. 75% of High Well pupils have sustained their Post 16 placement as of 1 <sup>st</sup> December 2020.				£4629.81
<b>Total budgeted cost</b>				<b>£18,069.81</b>
<b>Total funding received 19/20 &amp; 20/21</b>				<b>£101,225.00</b>
<b>Total predicted spend 19/20 &amp; 20/21</b>				<b>£115,767.81</b>

