

High Well School Pupil Premium Strategy Statement

1. Summary information					
School	High Well School				
Academic Year	2019/20	Total PP budget	£42,235	Date of most recent PP Review	October 2019
Total number of pupils	82	Number of pupils eligible for PP	68	Date for next internal review of this strategy	April 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	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.
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.
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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.
E.	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.
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 to meet their complex needs.

3. Planned expenditure

Academic year

2019/20

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>			
Total budgeted cost				£1,948
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>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>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>	BM	February 2020 and half-termly thereafter

<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 & comprehension ages increase across the school and should increase by x2 the length of intervention (i.e. 12 weeks intervention = 24 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>	<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"> Phonics screening assessment sheets. Jolly Phonics Big Books (1 per class) Phonics Stile Tiles set for KS1 and KS2. Rainbow Readers for sight word teaching Guided reading resources for reading comprehension Renew Accelerated reader and star reader assessment system <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</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" data-bbox="739 446 1310 853"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Gap between chronological age and reading age</th> </tr> <tr> <th>< 2 Years</th> <th>2.01 – 4 Years</th> <th>> 4 years</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Year 8</td> <td>2</td> <td>6</td> <td>1</td> </tr> <tr> <td>Year 9</td> <td>1</td> <td>4</td> <td>5</td> </tr> <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> </tbody> </table> <p><u>WIAT Data 2019</u></p> <table border="1" data-bbox="739 949 1310 1356"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Gap between chronological age and reading age</th> </tr> <tr> <th>< 2 Years</th> <th>2.01 – 4 Years</th> <th>> 4 years</th> </tr> </thead> <tbody> <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> </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	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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	a reading scheme in their class Create a set of expectations for developing reading in classes, including daily opportunities for reading and twice weekly comprehension lessons			
Total budgeted cost				£6,965
iii. Wider Strategies				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<p>Reduce persistent absence for PP and CiC based on PA percentages 2018/19.</p> <p>Targets for year groups:</p> <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>Maintain increase the hours of attendance officer post at 34 hours per week to ensure availability for home visits and meeting with professionals</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>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.</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 & numeracy as well as interventions for social emotional, mental health and behavioural needs are reduced if pupils are PA.</p>	<p>LQ BC SS EWO Class Teams</p>	<p>Fortnightly with through meetings with EWO & Attendance Officer</p> <p>Half termly in data collections</p> <p>Termly through reporting to GB</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>			
Total budgeted cost				£22,390
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<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 & 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</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>	<p>NF/RC High Well Inclusion Coordinator Wakefield College</p>	<p>October 2019 and half termly thereafter with High Well staff and Wakefield College Lead</p>

	curriculum can still be delivered.			
Total budgeted cost				£13,440

