

Pupil premium strategy statement 2022 - 2023

School overview

Metric	Data
School name	High Close School
Pupils in school	78
Proportion of disadvantaged pupils	40 students (51%)
Pupil premium allocation this academic year	£52,400
Academic year or years covered by statement	2022 - 2023
Publish date	12 th September 2022
Review date	Sept 2023
Statement authorised by	Mark Shears
Pupil premium lead	Wendy Gosling
Governor lead	Pat Kerton

Disadvantaged pupil barriers to success

Limited cultural experiences to draw references from when completing academic work including museums, theatre, and community destination like the mountains and the beach.
A lower than average reading ability that inhibits access to the wider curriculum
A lower understanding of how to travel and live independently as they transition on to the next stage of their education and life.
Difficulty understanding emotional literacy and self and/or co-regulation techniques to manage own special educational needs as set out in individual pupil's EHCPs and Annual Review Updates
Erratic attendance due to changing or challenging home circumstances or anxiety about attending school and the social interactions within it

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy and reading	Star Reader Assessments show improvement in reading ability. English Reading and Writing scores show improvement in line with peers Pupils are able access and achieve in external qualifications	July 2023

Students leave KS4 with a range of qualifications that are equivalent to their peers and enable the next stage in education	<p>Students have at least one Maths qualification and one English qualification,</p> <p>Students have gained Science and Computer Science qualification.</p> <p>Students have worked towards qualification in their chosen options subjects</p> <p>No students are NEET as they leave High Close.</p>	July 2023
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Students are given opportunities to experience cultural events including visiting artists and trips to points of interest.	<p>Shared experiences support social interactions</p> <p>Enjoyment of school and the wider community increases</p> <p>Levels of persistent absence for pupils eligible for PP decreases</p>	July 2023
Key Stage 4 students are able to gain independence with travel training and a preparation for adult life programme	<p>Students are able to access their wider community and gain confidence on unfamiliar surroundings</p> <p>Levels of persistent absence for pupils eligible for PP decreases</p>	July 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	Training Education Staff in effectively supporting reading at all ages – particularly in Twinkl phonics
Priority 2	Ensure reading resources are appropriate to ability and include audio options for love of literacy
Priority 3	Music lessons provided in school and students encouraged to sign up
Priority 4	Enrolment in the Artsmark programme to support cultural experiences
Barriers to learning these priorities address	<p>A lower-than-average reading ability that inhibits access to the wider curriculum</p> <p>Limited cultural experiences to draw references from when completing academic work including museums, theatre, and community destination like the mountains and the beach.</p>

Projected spending	£15,000
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Wider strategies for current academic year

Measure	Activity
Priority 1	An independence programme in KS4 to focus on travel training and accessing services and shops
Priority 2	Preparation for Adult Life programme in KS4 both in school, therapies and in the residential units focussing on independent living
Barriers to learning these priorities address	<p>A lower understanding of how to travel and live independently as they transition on to the next stage of their education and life.</p> <p>Difficulty understanding emotional literacy and self and/or co-regulation techniques to manage own special educational needs as set out in individual pupil's EHCPs and Annual Review Updates</p> <p>The ability to afford the technology needed for remote or home learning</p>
Projected spending	£11,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Challenges caused by Covid 19 to visiting artists and trips out</p>	<p>Use of INSET days and Friday afternoon Training schedule</p> <p>Risk assessment kept up to date and adapting to new guidance as it is released</p>
Targeted support	Ensuring time and resources are in place for Lexile assessments	English lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups
Wider strategies	Ensuring enough time for Linkworkers and Keyworkers to complete independence programmes	Linkworking planned into rotas and time allocation. PAL lessons supporting this timetabled into

Review: last year's aims and outcomes

Aim	Evidence of impact
Pupils make at least expected progress in literacy and reading	<p>English Reading and Writing scores show improvement in line with peers</p> <p>Pupils are able access and achieve in external qualifications</p>

Students leave KS4 with a range of qualifications that are equivalent to their peers and enable the next stage in education	Students have qualifications that represent their abilities. No students are NEET as they leave High Close.
Students are given opportunities to experience cultural events including visiting artists and trips to points of interest.	Opportunities for eligible students were taken up and feedback from pupils showed strong engagement.
Students are given the technology that they need to access remote learning and wider social aspects that technology gives to a family	Students and their families are less isolated from the community and the support available
Key Stage 4 students are able to gain independence with travel training and a preparation for adult life programme	Students use the travel training to go to College and meet up with peers outside school.

Term	% Attendance Whole School	% Authorised Absence	% Unauthorised absence	FSM	CIC
Autumn Term 2019	92.20	6.10	1.70	93.49	93.33
Spring Term 2020 until 20/3/20	90.76	7.16	2.08	92.79	94.41
Summer Term 2020	-	-	-	-	-
2019 - 2020 Overall	-	-	-	-	-
2020 – 2021 Overall	90.43	8.08	1.50	86.47	92.08
2021 – 2022 Overall	89.42	8.67	1.91	87.09	94.16