

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	Presfield High School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	34/117 = 29.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 1st 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T Fay
Pupil premium lead	Isabelle Evans
Governor / Trustee lead	Susie Roylance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,295
Recovery premium funding allocation this academic year	£4,786
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,132,958

Part A: Pupil premium strategy plan

Statement of intent

At Presfield we adhere to Dr Stephen Shores' maxim that "if you have met **one** person with autism you have met **one** person with autism". Consequently our curriculum is innovative and flexible allowing personalisation and support to enable our students to access and contribute meaningfully to society.

As a school, we are committed to raising both the academic and social progress for all our students. We recognise that for our students in receipt of Pupil Premium significant barriers may hamper such progress.

The spending plan will be reviewed termly to ensure we continually monitor the impact of Pupil Premium spending enabling our most disadvantaged students to maximise their potential.

Challenges

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

Challenge number	Detail of challenge
1	Students can lack self-esteem, confidence and trust in others which has been exacerbated by a lack of opportunity to socialise and access enrichment activities to support cultural capital and character education. (Pledges)
2	Students can arrive at school hungry and unready to learn. Hunger causes our bodily and mental functions to weaken and fail. When the brain detects a potential scarcity of food, it diverts bandwidth and attention towards the need to find food. Finding food becomes, to the brain, far more important than listening to a teacher. Calories provide energy without energy students will not thrive in their learning.
3	Students and families can lack aspiration in terms of attendance, career progression and relevance of qualification. Lacking aspiration leads to a lack of cultural experiences which in turn results in poorer attainment.
4	Students' home learning environment and access to wider reading, remote learning and resources can create a level of challenge and barrier thus halting the development of character education and future successes of students.
5	High ability students who are eligible for PP are not making expected progress academically across KS3 and KS4.

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
<p><i>1 Students to have increased self esteem leading to increased confidence, resilience and access to opportunities to access cultural capital.</i></p>	<ul style="list-style-type: none"> ● Inside and outside success is shared and celebrated, raising esteem and aspirations. ● Students have access to outside speakers to share successes and their experiences. ● Students have access to cultural capital experiences through the pledges and curriculum at no cost to them. ● Students identified as requiring 1:1 interventions to raise esteem and confidence ● Built in sabotage in place to develop resilience evidenced in AETs ● Identify, through sensory assessments, students who require specific support to develop resilience in particular areas and develop a programme to create resilience ● Access to buddy up created by taking students home at the end of the session ● Students accessing the local community with independence and developing resilience when faced with change or unpredictability.
<p><i>2 Students can access nutritional food at the start of the day improving engagement and social and academic progress.</i></p>	<ul style="list-style-type: none"> ● Staff to be aware of the psychological impact of hunger. (Hunger impacts sleep, and tired children are obviously not functioning at their best. Brain development is impeded and worsening mental health may result. Children may become withdrawn, depressed, angry, and detached from life. They are less able to cope with the challenges of each day and more likely to struggle emotionally.) ● Provide breakfast to ensure no student goes hungry.

	<ul style="list-style-type: none"> ● Monitor usage of breakfast club ● Breakfast and snacks provided prior to external examinations
<p><i>3. Students persistent absences reduced supporting them to access relevant progression routes</i></p> <p><i>Students accessing pathways leading to paid employment.</i></p>	<ul style="list-style-type: none"> ● Identify students who are persistently absent ● Identify barriers to attendance ● Develop bespoke programme to support attendance ● Monitoring process in place ● Provide bespoke parental support to empower parents to improve their child's attendance ● Empower tutors to support students attendance ● Create a careers lead who can support PP students increasing expectation ● Ensure an extra curriculum programme can provide opportunities for PP students to gain cultural capital ● Finance-ensure the most disadvantaged have access to necessary equipment to succeed in school ● Tracking of parental engagement in activities arranged by parent support worker
<p><i>4 Students to have suitable resources and opportunities to learn outside of the school day</i></p>	<ul style="list-style-type: none"> ● All students have a chrome book ● Library space available with transport home for after school use. ● Access to home internet and learning resources (GCSEPod, My Maths) ● Access to reading resources to support learning (text books and reading for pleasure) ● Access to parent support and relevant courses
<p><i>5 To improve the quality of teaching for our more able cohort.</i></p>	<ul style="list-style-type: none"> ● All students to make two stages of progress throughout KS3 ● All students to meet KS4 target grades ● Learning walks to demonstrate teaching which engages and pushes students ● Marking and feedback challenges high ability students

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: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting additional maths tutoring through 1:1 or small group intervention</i>	<p>EEF toolkit-Individualised instruction can be an effective approach to increasing pupil attainment an additional 4 months progress</p> <p>EEF toolkit-1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas increasing progress by 5 months</p> <p>EEF toolkit-Small group tuition has an average impact of four months additional progress over the course of a year</p> <p>EEF toolkit-Targeted TA intervention delivering specific gaps can add 4 months progress</p>	3,5
<i>Bespoke timetables that are destination focussed</i>	<p>Divergent pathways (education policy institute:2016)</p> <p>Supporting the attainment of disadvantaged pupils:success and good practice (DFE:2015)</p> <p>EEF toolkit research)</p> <p>EEF toolkit-Individualised instruction can be an effective approach to increasing pupil attainment an additional 4 months progress</p>	3,5
<i>Maths mastery</i>	<p>FFT Education Datalab impact report 2021 found conclusive evidence to show maths mastery had a positive impact on GCSE grade achievement the equivalent of 1 month additional progress</p>	3,5

	<p>EEF toolkit-Professional development can support the effective management of collaborative learning activities</p> <p>EEF toolkit-Effective feedback tends to focus on the task, subject and self regulation strategies: it provides information on how to improve.6 months increased progress can be achieved.</p> <p>EEF Toolkit-Mastery can increase progress by 5 months</p>	
<i>Access to STEM training (non subject specialist)</i>	EEF toolkit-Professional development can support the effective management of collaborative learning activities	3,5
<i>Access to year 6 English courses</i>	<p>EEF toolkit-Professional development can support the effective management of collaborative learning activities</p> <p>EEF toolkit-Effective feedback tends to focus on the task, subject and self regulation strategies: it provides information on how to improve.6 months increased progress can be achieved</p>	3,5
<i>Training and development of Show progress</i>	<p>“Cultural capital is the essential knowledge that children need to prepare them for their future success.” Ofsted</p> <p>EEF toolkit-Effective feedback tends to focus on the task, subject and self regulation strategies: it provides information on how to improve. 6 months increased progress can be achieved</p> <p>EEF Toolkit metacognition -explicit teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective adding 7 months progress</p>	1
<i>Training and development of Emotional works programme</i>	<p>Metacognition and self regulation EEF 2018 can deliver an additional 8 months progress</p> <p>EEF toolkit-Effective feedback tends to focus on the task, subject and self regulation strategies: it provides information on how to improve. 6 months increased progress can be achieved</p> <p>EEF Toolkit metacognition -explicit teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective adding 7 months progress</p>	1
<i>Develop planning so that all teachers can</i>	Rauch and Coe (2019)- the quality of teaching is arguably the single most important thing that	6,5

<p><i>identify what students should know and show so that teachers understand what success looks like and plan accordingly</i></p>	<p>teachers and school leaders can focus on to make a difference in children's learning” Use of CPD to improve quality of teaching EEF</p> <p>Sutton trust research high quality teaching has biggest impact on progress of disadvantaged learners</p> <p>“good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF PP guidance 2019</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Academic Gap analysis</i></p>	<p>Recovery curriculum in class pace providing cross curricular links to support and accelerate closing the gaps.</p> <p>Bespoke interventions in place</p> <p>Destination focussed curriculum in place for students transitioning at KS4&5 to support social and academic progress ensuring a successful transition.</p>	<p>3, 5</p>
<p><i>1:1 academic intervention map in place</i></p>	<p>EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>EEF 2020 1:1 tuition can deliver 5 additional months progress.</p>	<p>3, 5</p>
<p><i>Bespoke timetables including 1:1 intervention with a destination focus</i></p>	<p>EEF toolkit-Individualised instruction can be an effective approach to increasing pupil attainment an additional 4 months progress</p> <p>EEF toolkit-1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas increasing progress by 5 months</p>	<p>3,5</p>

	EEF toolkit-Small group tuition has an average impact of four months additional progress over the course of a year EEF toolkit-Targeted TA intervention delivering specific gaps can add 4 months progress	
<i>Dyslexia support</i>	EEF toolkit-Targeted TA intervention delivering specific gaps can add 4 months progress	3
<i>Access to a chrome book and wifi</i>	Homework linked to classwork can provide 5 months increased progress. Developing and understanding that challenges the perception that school is school and home is home.	4
<i>Address language deficit of students</i>	Hart and Risley (1995-meaningful differences in everyday experience of young American children) Over four years, researches recorded that an average child in a; professional family accumulated experience of almost 45 million words; in a working class family, 26 million words; and in a family receiving welfare, 13 million words Talk about talk: reviewing opracy in English primary education,-D Jones 2017-Taylor and Francis Oral language approaches can provide 6 months additional progress SALT available on site 4 days a week	3,4, 5

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one Provision map in place</i>	EEF Toolkit-metacognition and self regulation can increase progress by 7 months	1

	EEF toolkit-Outdoor adventure learning can have positive outcomes in terms of self-efficacy, Motivation and teamwork.	
<i>Career support-Food ingredients</i>	Hunger causes our bodily and mental functions to weaken and fail. When the brain detects a potential scarcity of food, it diverts bandwidth and attention towards the need to find food. Finding food becomes, to the brain, far more important than listening to a teacher. Calories provide energy without energy students will not thrive in their learning.	1, 2
<i>Wellbeing-Access to the gym</i>	EEF Toolkit-Physical activity can increase progress by 1 month	1
<i>Breakfast club</i>	“87 percent of teachers agreed that children who do not regularly eat a substantial breakfast in the morning, before their lessons begin, could fall behind academically compared to those who do eat a substantial breakfast regularly” Heinz September 2020.	2
<i>Access to ACE (Adverse childhood Experiences)</i>	EEF Toolkit-metacognition and self regulation can increase progress by 7 months	1
<i>Parental support, transport and relevant courses</i>	Students who receive appropriate affective support perform better in schools (Deslandes et al 1997 EEF toolkit suggests that positive parenteral engagement can increase by 4 months student progression	3
<i>Developing resilience and independence through accessing the local community</i>	National Autism Society Report actions for the school-Build in sabotage into students experiences to develop resilience. EEF Toolkit-metacognition and self regulation can increase progress by 7 months	1

Total budgeted cost: £ 39 000

Part B: Review of outcomes in the previous academic year.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Throughout the pandemic the school remained open including holidays and bank holidays up to summer 20 supporting our most vulnerable students and students of key workers. Blended learning and social zooms became commonplace. All families were contacted weekly and those who were most vulnerable were supported by doorstep visits. Food parcels and the provision to enable families to access vouchers for FSM was quickly put in place.

100% of parents who responded to our survey (44) said they felt the school had taken steps to keep their child safe during covid. 88.6% of parents felt the provision provided during lock down was at least good. Only one respondent did not feel students were supported to return to school following national lockdown.

20-21 summary

Improvements to students self esteem

The covid lock down impacted tremendously on the students social progress, resilience and consequently self esteem. Students have stopped seeing their autism as a difference and returned to seeing it as a deficiency. Students' well being has been affected which can manifest itself in lack of engagement, fear of failure and coping behaviours of distraction which challenge. Previously as students progressed through the school there was a drop in physical interventions as the year progressed. This was caused by increased staff knowledge of student triggers, students developing resilience and knowledge of self through positive interventions. Staff became more tuned to students' triggers and students started to develop their resilience. This, twinned with the expansion of the behaviour team saw a considerable drop in the need for positive handling. Since students have returned from lockdown we are seeing incidents where KS4 and 5 students have required physical support. This was not the case previously.

The lack of collective celebration events has meant students are not getting positive reinforcement alongside their peers. While "zoom" events can allow the sharing of success it is no comparison to actually sharing in the success collectively. External visitors to the school were discouraged due to covid protocols which has meant the students have not been immersed with others achievements. College visits and work placements were stopped narrowing students' understanding.

When working at home students who found tasks difficult would not seek help in front of their peers and staff could not pick up on signals from a far. Students parents may not have been able to help. many autistic students also find the concept of doing school work away from school as unfair. Engagement was mixed with some students

embracing the experience but many PP students opted to not participate and face potential failure.

School provided a happy and safe environment throughout lockdown offering respite for many families and support for key workers. Students engaged in social activities and families supported to maintain students wellbeing.

Careers

Again the pandemic affected progress with no career events taking place, college visits where virtual and work placements stopped.

The Head of Sixth Form is now working with LCR Hub to devise new careers policies and work towards devising a bespoke careers curriculum to support gaps caused by the Pandemic This includes researching the new Compass programme suggested by the Gatsby Benchmark to support SEND students.

We are extremely proud that despite the extreme difficulties our students had we had only 1 NEET student in the academic year 2019-2020 and one NEET student 20-21 whose anxiety due to covid reduced him to avoid any outside contact.

Outcomes

Summer 2021 saw the school's first ALevel results despite the barriers of the pandemic. Several students identified art as a creative subject which allowed them to express feelings and improve their wellbeing.

Subject specialist TAs in English, Maths and Science have been employed to work 1-1 and in class and throughout lockdown on blended interventions. Training has been provided supporting students' attainment.