

# Pupil premium strategy statement 2022-24 – Presfield High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data            |
|---|-----------------|
| Number of pupils in school  | Sept 22-122     |
| Proportion (%) of pupil premium eligible pupils   | 37/122 = 30.33% |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24         |
| Date this statement was published   | Dec 1st 2022    |
| Date on which it will be reviewed   | March 2023      |
| Statement authorised by   | T Fay           |
| Pupil premium lead  | T Fay           |
| Governor / Trustee lead   | S Roylance      |

## Funding Overview

| Detail   | Amount            |
|--|-------------------|
| Pupil premium funding allocation this academic year                              | £38,310.00        |
| Recovery premium funding allocation this academic year                           | £10,223.00        |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0                |
| <b>Total budget for this academic year</b>                                       | <b>£48,533.00</b> |

# 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. Our aim is to use PP funding to enable those students to achieve positive outcomes and access cultural capital experiences which some other students may take for granted. This will ensure we continue to develop character education and support students to have high aspirations.

At Presfield our long term goal is to improve the employability and life chances of our students. We aim to support our young people to be resilient, independent and advocate for themselves. In particular empowering our students to have the confidence to inform others of their needs. Young people with autism in the workplace should be supported by employers making reasonable adjustments. We want to develop students who are able to articulate their needs in order that they can receive the support and nurture they need once they have left Presfield.

We look to encourage our students by

- Building resilience to promote independent learning
- Empower our students to recognise and advocate for themselves in order to access and contribute meaningfully to society

We also look to support our families by

- Encouraging and equipping them with knowledge and skills necessary to support their young people through the different stages of their school career, including the transition into adulthood

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.

At the heart of our approach is high-quality, autism aware teaching and pastoral support focussed on areas where our disadvantaged pupils require it most.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. 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                | Our observations show some 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                | Our assessments, observations and conversations with students and families show that they 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                | Through conversations with our students and families including home visits we are aware that some 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                | Internal and external data shows our 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   | Progress March 23   |
|---|--|---|
| <p><i>1 Students to have increased self esteem leading to increased confidence, resilience and access to opportunities to access cultural capital through the school pledges and life skills curriculum</i></p> | <ul style="list-style-type: none"> <li>● Inside and outside success is shared and celebrated, raising esteem and aspirations.</li> <li>● Students have access to outside speakers to share successes and their experiences.</li> <li>● Students have access to cultural capital experiences through the pledges and curriculum at no cost to them.</li> <li>● Students identified as requiring 1:1 interventions to raise esteem and confidence</li> <li>● Built in sabotage in place to develop resilience evidenced in AETs</li> <li>● Identify, through sensory assessments, students who require specific support to develop resilience in particular areas and develop a programme to create resilience</li> <li>● Access to buddy up created by taking students home at the end of the session</li> <li>● Students accessing the local community with independence and developing resilience when faced with change or unpredictability</li> <li>● Through achievement of EHC plan outcomes and AET progress targets.</li> </ul> | <p>Nov 22-Students national dance success shared.</p> <p>Sept-Employment success shared through assemblies</p> <p>Nov 22-Year 7 visit to Manchester for Lion King performance</p> <p>Students accessing the local community with independence</p> <p>Nov- Frank Cottrel Boyce visit</p> <p>Nov-KS4 and 5 magistrates day</p> <p>September 22 - Bendrigg residential took place</p> <p>Oct 22 - Sixth Form visited Auschwitz alongside mainstream settings</p> |

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| <p><i>2 Students can access nutritional food at the start of the day improving engagement and social and academic progress. Snacks and lunches also accessed</i></p>   | <ul style="list-style-type: none"> <li>● 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.)</li> <li>● Provide breakfast to ensure no student goes hungry.</li> <li>● Monitor usage of breakfast club</li> <li>● Breakfast and snacks provided prior to external examinations</li> <li>● Daytime snacks available</li> <li>● Lunch uptake monitored and alternatives provided when a student does not like the offer</li> <li>● National School Breakfast programme</li> </ul> | <p>Breakfast club provided support to students who were accessing their mock exams. It provided not only a nutritional start to the day but a place for students to self regulate and discuss any fears or anxieties they may have. Students successfully sat their GCSE mock exams.</p> <p>Students can access the local shops utilising PP funds to support independence and life skills. Some access supermarkets on a Monday to shop for the week and also develop the skill of budgeting and cooking independently</p> |
| <p><i>3. Students persistent absences reduced supporting them to access relevant progression routes</i></p> <p><i>Students feel better prepared for career progression and / or FE opportunities through mentoring, work experience leading to them accessing pathways leading to paid employment.</i></p> | <ul style="list-style-type: none"> <li>● Identify students who are persistently absent</li> <li>● Identify barriers to attendance</li> <li>● Develop bespoke programme to support attendance</li> <li>● Monitoring process in place</li> <li>● Provide bespoke parental support to empower parents to improve their child's attendance</li> <li>● Empower tutors to support students attendance</li> <li>● Develop career programme to support</li> <li>● Students are able to access high quality work experience and careers mentoring.</li> </ul>   | <p>Attendance data shared with staff and gobs. Links with an LA attendance officer in place.</p> <p>Sept-Employment success shared through assemblies</p> <p>Nov-Bespoke support in place to address persistent absenteeism</p> <p>Oct- Buddy up back in place</p> <p>Mencap Employ me workshops in Sixth Form to support aspirations and understanding of employment expectations</p>  |

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|--|---|---|
|  | <ul style="list-style-type: none"> <li>● PP students increasing expectation</li> <li>● Ensure an extra curriculum programme can provide opportunities for PP students to gain cultural capital</li> <li>● Finance-ensure the most disadvantaged have access to necessary equipment to succeed in school</li> <li>● Tracking of parental engagement in activities arranged by parent support worker</li> </ul>   |   |
| <p><i>4 Students to have suitable resources and opportunities to learn outside of the school day and gain greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</i></p> | <ul style="list-style-type: none"> <li>● All students have a chrome book</li> <li>● Library space available with transport home for after school use.</li> <li>● Revision options in place to support students who see home as home and school as school</li> <li>● Access to home internet and learning resources (GCSEPod, My Maths)</li> <li>● Access to reading resources to support learning (text books and reading for pleasure)</li> <li>● Access to parent support and relevant courses</li> </ul> | <p>Nov-Year 11 revision sessions in place after school<br/> Summer 22 - revision sleepovers took place<br/> Jan23- Library open</p> <p>Link with SLP "Get Sefton Reading"</p> |
| <p><i>5 To improve the quality of teaching for our more able cohort.</i></p>   | <ul style="list-style-type: none"> <li>● All students to make two stages of progress throughout KS3</li> <li>● All students to meet KS4 target grades</li> <li>● Learning walks to demonstrate teaching which engages and pushes students</li> <li>● Marking and feedback challenges high ability students</li> </ul>   | <p>Summer 22-AS and A levels undertaken in Art</p>  |

## 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: **£20,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Supporting additional core subject tutoring through small group intervention (Derived groups)</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>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> | <p>3,5</p>                    |
| <p><i>Maths mastery</i></p>   | <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>  | <p>3,5</p>                    |

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|---|--|-----|
|   | <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>Bespoke timetables that are destination focussed</i> | <p>Divergent pathways (education policy institute:2016)<br/>Supporting the attainment of disadvantaged pupils:success and good practice (DFE:2015) 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>Training and development of Show progress</i>        | <p>“Cultural capital is the essential knowledge that children need to prepare them for their future success.”<br/>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   |

|   |   |          |
|---|---|----------|
| <p><i>Develop planning so that all teachers can identify what students should know to access higher attainment and plan accordingly</i></p> | <p>Rauch and Coe (2019)- the quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning"</p> <p>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"</p> <p>EEF PP guidance 2019</p> | <p>5</p> |
|---|---|----------|

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <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>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> | <p>3,5</p>                    |

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|--|--|--------|
| <i>Dyslexia support</i>  | EEF toolkit-Targeted TA intervention delivering specific gaps can add 4 months progress  | 3      |
| <i>1:1 academic intervention map in place including phonics</i>                              | EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.<br><br>EEF 2020 1:1 tuition can deliver 5 additional months progress.  | 3, 5   |
| <i>Support students with revision techniques and opportunities including transport home.</i> | We understand that many of our students see school as school and home as home thus they are not able to work at home.  | 5      |
| <i>Address language deficit of students (SALT)</i>   | Hart and Risley (1995-meaningful differences in everyday experience of young American children)<br>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<br><br>Oral language approaches can provide 6 months additional progress<br><br>SALT available on site 4 days a week | 3,4, 5 |

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

Budgeted cost: **£11,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Enhanced sensory regulation equipment for PP learners with enhanced sensory needs.</i> | We have observed that sensory equipment and additional proprioceptor equipment can be effective at providing support for our students with sensory needs.   | 3                             |
| <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, 3                       |
| <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>Parental support, transport and relevant courses</i>                                   | Students who receive appropriate affective support perform better in schools (Deslandes et al 1997)<br><br>EEF toolkit suggests that positive parenteral engagement can increase by 4 months student progression<br><br>The NSPCC recommends parents and carers work with children to create routines that provide structure to their                           | 3,4                           |

|   |   |     |
|---|---|-----|
|   | day, partake in activities together, and assist children in expressing their emotions:<br><u>Supporting children with special educational needs and disabilities   NSPCC</u>                                |     |
| <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.<br>EEF Toolkit-metacognition and self regulation can increase progress by 7 months | 1   |
| <i>Travel training for KS4 students. Involves release time for staff members.</i>   | Independent Travel Training is likely to enhance students' social and employment opportunities:<br><u>Department for Education</u><br>(publishing.service.gov.uk)   | 1,4 |

**Total budgeted cost: £50,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Academic progress:**

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. All Year group classes within the school are less than 20 students therefore comparison to national outcomes lacks rigour. However the school uses national data as a proxy indicator to show relative achievement. Six year 11 students were classed as disadvantaged.

Core subjects Yr 11 GCSE Entry % PPv Non PP. There is a lower number of PP students entered for GCSE in core subjects, see below, however 2 PP students had no KS2 data and one PP student had KS2 score below 90.

|         | Non PP students (10) | PP students (6) |
|---------|----------------------|-----------------|
| English | 70                   | 50              |
| Maths   | 100                  | 83              |
| Science | 60                   | 50              |

There was no significant difference in terms of GCSE entry or meeting subject progress targets across the suite of qualifications this summer.. However our disadvantaged students have underachieved in both History and RE. Throughout the school small numbers make data trends difficult to monitor as one student can equate to 100% of a cohort in some subjects.

| Year 11                 | ART | COM | ENG | HIS | MATHS | RE | SCI | LIVING INDEP | FOOD HYG |
|-------------------------|-----|-----|-----|-----|-------|----|-----|--------------|----------|
| Number sitting exam     | 16  | 7   | 16  | 10  | 16    | 10 | 16  | 5            | 7        |
| % on or above target    | 50  | 0   | 56  | 50  | 69    | 40 | 63  | 80           | 33       |
| % PP on or above target | 67  | 0   | 50  | 33  | 67    | 33 | 50  | 67           | NA       |

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

### **Social progress**

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with academic outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

With the return of our life skills curriculum, accessing opportunities within the community, confidence and independence is returning. We provide our PP students with funding to enable them to access the local shops at lunch time to purchase food independently..

### **Self esteem, increased confidence, resilience and access to opportunities to access cultural capital.**

The covid lock down impacted tremendously on the students social progress, confidence, resilience and consequently self esteem. Many students stopped seeing their autism as a difference and returned to seeing it as a deficiency. Students' well being was affected. This manifested itself in lack of engagement, fear of failure and coping behaviours including distraction. Last year there was no significant difference in term sof behaviour between PP and non PP students

The lack of collective celebration events meant students were not getting positive reinforcement which can change views alongside their peers. While "zoom" events did allow the sharing of success it is no comparison to actually sharing in the success collectively. College visits and work placements had stopped narrowing students' experiences and understanding.

### **Students' persistent absences reduced supporting them to access relevant progression routes leading to paid employment.**

PP attendance (86%) was slightly lower than the whole school (88%). This was impacted by a small number of students whose attendance is low.

We do not see a disproportionate number of behavioural incidents involving Pupil Premium students as is the nature of their autism and ability to manage anxiety or understand a social situation rather than their socio-economic situation which usually manifests itself as a behavioural issue.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| NA        |          |
|           |          |

## Service pupil premium funding (optional)

|  |
|--|
| <b>How our service pupil premium allocation was spent last academic year</b> |
| NA   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>  |
| NA   |

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using Pupil Premium or Recovery Premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable our students to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers and TA's to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for our students.