



## **Action Plan for Supplementary Pupil Premium Spending 2019 - 2020**

## 1. Contextual Information – Pupil Premium Trends

	PEX FSM	PARE FSM	PEX LAC	PARE LAC	PEX SC	PARE SC
Summer 2017	31	8	3	1	0	0
Autumn 2017	41	14	8	1	0	0
Spring 2018	49	23	11	0	0	0
Summer 2018	30	19	9	1	0	0
Autumn 2018	35	15	10	1	0	0
Spring 2019	42	24	9	1	0	0
Summer 2019	28	14	5	3	0	0
Average	36.57	16.71	7.86	1.14	0	0
Total Average	53		9		0	

Based on contextual information, the projected annual Pupil Premium income for **2019/2020** will be:

- For PEX students, Highfields is projected to receive a potential income of £34193 paid directly for Free School Meal students.
- For PARE students, Highfields is projected to receive a potential income of £15614 for Free School Meal students via a request to the mainstream partner school.
- For PEX students, Highfields is projected to receive a potential income of £18078 paid directly for Looked After Children students.
- For PARE students, Highfields is projected to receive a potential income of £2622 for Looked After Children students via a request to the mainstream partner school.

The potential of the ‘Supplementary Fund’ for 2019/2020 is: £70507

This will be subject to fluctuations due to the nature of the service provided at a Pupil Referral Unit which involves an ongoing turnover of admissions from and re-referrals back to schools. This is also dependent on claiming funds from mainstream school partners and the Virtual School. There is potential for significant variation / deviation from historical trends to occur.

## 2. Contextual Information – Engagement and Achievement

### 2.1 18/19 Attendance Averages (June '19 Engagement Tracker Stats)

	Year 7		Year 8		Year 9		Year 10		Year 11	
	Average Attendance %	Number in cohort	Average Attendance %	Number in cohort	Average Attendance %	Number in cohort	Average Attendance %	Number in cohort	Average Attendance %	Number in cohort
All Students	75	2	71	21	51	34	57	55	45	51
Non-PP	82	1	72	16	48	17	59	36	50	31
Pupil Premium	64	1	54	5	55	17	54	19	41	20
PP Non PP Differential	-18		-18		+7		-5		-9	

### 2.2 KS3 Priority Outcomes – Reintegration & Transition

	Successful Student Reintegration & Transition 18/19	Unsuccessful Student Reintegration & Transition 18/19
All KS3 Students	14	3
Non-PP KS3	8	3
KS3 Pupil Premium	6	0

### 2.3 KS4 Priority Outcomes – Core Qualifications

	% of Students Achieving GCSE Maths	% of Students Achieving GCSE English	% of Students Achieving GCSE Science	% of Students Achieving College Recognised Qualification - Maths	% of Students Achieving College Recognised Qualification - English
All KS4 Students	54.1%	67.6%	27%	100%	94.6%
KS4 Pupil Premium	46.2%	69.2%	38.5%	100%	100%
KS4 Non PP Students	58.3%	66.7%	20.8%	100%	91.7%
PP Non PP Differential	-12.10%	2.50%	17.70%	0.00%	8.30%

### 2.4 KS4 Leavers Headlines – Sept 2019

Leavers Tracked	43	Non-PP NEET	6	PP NEET	3
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All NEETs have an assigned case worker.

### 3. Contextual Information – Most Recent Register of Additional Need (Oct 2019)

Register of Need PP Survey Oct 2019	Whole School 10/19 Count	Non-PP Count	Pupil Premium Count	Count as % of Whole Cohort	Non-PP as % of Whole Cohort	PP as % of Whole Cohort	Differential
Specific Learning Difficulties	51	24	27	63%	30%	33%	4%
Speech Language Communication Needs	8	4	4	10%	5%	5%	0%
Speech & Language Concern	10	4	6	12%	5%	7%	2%
PARE	30	17	13	37%	21%	16%	-5%
<b>PEX</b>	48	21	27	59%	26%	33%	<b>7%</b>
ADHD	5	2	3	6%	2%	4%	1%
ASD	4	2	2	5%	2%	2%	0%
ASD Traits	13	9	4	16%	11%	5%	-6%
Anxiety	26	13	13	32%	16%	16%	0%
Low Mood	11	7	4	14%	9%	5%	-4%
Attachment Disorder	3	1	2	4%	1%	2%	1%
<b>Attachment Concerns</b>	31	10	21	38%	12%	26%	<b>14%</b>
<b>CSE Concerns</b>	14	4	10	17%	5%	12%	<b>7%</b>
CCE Concerns	12	5	7	15%	6%	9%	2%
Heightened Risk 76+	34	16	18	42%	20%	22%	2%
SEN Support	60	33	27	74%	41%	33%	-7%
<b>Requiring SEN Assessment</b>	12	3	9	15%	4%	11%	<b>7%</b>
EHCP	6	2	4	7%	2%	5%	2%
Parent in/has been prison	11	4	7	14%	5%	9%	4%
Attendance 65% or below	60	29	31	74%	36%	38%	2%
<b>Exam Access Arrangements</b>	22	9	13	27%	11%	16%	<b>5%</b>

#### Whole Cohort

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## 4. Planned Expenditure of Supplementary Pupil Premium Fund

<p><i>Intent</i> Barriers to Achievement to be addressed</p>	<p><i>Implementation</i> Support / Initiatives / Interventions</p>	<p><i>Impact</i> Success Criteria</p>	<p><i>Predicted Costs</i></p>	<p><i>Evaluation</i></p>
<p><b>1. To enhance the whole support mechanisms in place to address low attendance.</b></p> <p>Barrier/s: S3, S6, S12, MH3, MH4</p>	<p>Provide a 3 to 6 week supportive transport plan to students who are struggling to attend because of:</p> <ol style="list-style-type: none"> <li>1) Anxiety over getting on public transport – in terms of meeting time deadlines.</li> <li>2) Perceived / actual conflict with peers on public transport.</li> <li>3) Perceived / actual conflict with individuals in the Brinnington area.</li> <li>4) Repeated presentation of ‘risky behaviour’ when not supervised by adults.</li> </ol> <p>Transport plans will operate on varying levels:</p> <ol style="list-style-type: none"> <li>1) Specific Day Plan – transport plan for a one day per week placement.</li> <li>2) AM / PM Plan – transport provided either at the start of the school day or end of the school day. This may also be applied to situations where students are spending part of their day at Highfields and part at a mainstream school.</li> <li>3) Full Plan – the student is transported to and from Highfields.</li> <li>4) Transport for students undertaking reintegration or hybrid PRU-school placements – focus on KS3.</li> </ol> <p>The transport plan will be provided either through a member of staff transporting (the fund will pay for their mileage reimbursement) or through hiring of a taxi. Where it is possible, two students may be able to benefit from the same transport arrangement.</p>	<ul style="list-style-type: none"> <li>• Students have significantly increased attendance – over 75% attendance on the Engagement Tracker.</li> <li>• Reports / incidents of conflict cease.</li> <li>• Student shows increased self-esteem and engagement in school – less anxious / agitated presentation.</li> </ul>	<p>Approx. £2.50 per staff car journey</p> <p>Approx. £10 – 20 per taxi hire journey</p>	
<p><b>2. To build on our existing expertise and capacity to assess / identify</b></p>	<p>Purchase additional, fast-tracked Educational Psychology, Speech and Language, Occupational Health assessment services to clarify the needs of individual students who have significant concerns over learning difficulties.</p>	<ul style="list-style-type: none"> <li>• Students with significant concerns over learning difficulties – as identified by the SEN Coordinator, via school assessment systems and consultation – are assessed.</li> </ul>	<p>Approx. £450 per Ed Psych assessment.</p>	

<p><b>individual student need – and strengthen further our advocacy role in terms of securing formalised, long term support for students where necessary.</b></p> <p>Barrier/s: S3, S6, E5</p>	<p>Where necessary, use the evidence from specialist assessment to put together cases for additional support via SEN Support in Schools, the EHC Plan process, DLA, Post-16 Transition Plans.</p>	<ul style="list-style-type: none"> <li>• The assessment provides clear insight into the student’s strengths and difficulties as a learner. They develop greater awareness of these.</li> <li>• The assessment provides clear recommendations for future support in the school situation, particularly the classroom.</li> <li>• The above students are – where necessary - provided with pathways towards securing long-term support for their needs.</li> <li>• The above students show demonstrably improved outcomes in terms of school achievement and transition.</li> </ul>	<p>Approx. £350 per Sp &amp; L assessment.</p> <p>Approx. £350 per Occupational Health assessment.</p>	
<p><b>3. To improve GCSE outcomes for KS4 students with disrupted educational history and/or specific learning difficulties.</b></p> <p>Barrier/s: S3, E5, S10</p>	<p>Provision of additional / complementary tutoring in the home environment / outside of the school day – specifically in year 11 and in the run-up to GCSE examinations. Focus on known weaknesses for each student – Maths is currently a concern area for whole-school PP students.</p> <p>Tutors will be hired from established tuition companies – they will work to specific plans, in consultation with the student’s regular Highfields teachers.</p>	<ul style="list-style-type: none"> <li>• Individual case studies show the provision of additional / complementary tutoring is both a motivating factor for students i.e. their attendance / engagement in the typical school day increases.</li> <li>• Individual case studies show increase in GCSE performance.</li> </ul>	<p>Approx. £35 - £50 per hour per tutor</p>	
<p><b>4. To enhance the Highfields curriculum offer through the use of Alternative Provider placements and supported work placements.</b></p> <p>Barrier/s: S6, S7, S1, S2, S11</p>	<p>Provision of educational placements and work-based placements for 1 to 2 days per week for students with:</p> <ol style="list-style-type: none"> <li>1) a particular niche interest that the school cannot currently provide for</li> <li>2) a need to have removal from the ‘peer bubble’ at Highfields</li> <li>3) a need to gain experience in different educational settings and a greater range of adults / peers.</li> </ol>	<ul style="list-style-type: none"> <li>• Greater opportunities for PEx students at KS4 – students with PEx and limited opportunities for reintegration / transition are provided with other opportunities for educational experiences away from the PRU setting.</li> <li>• Individual case studies show increases in attendance / engagement.</li> <li>• Individual case studies show peer conflict / concerning peer relationships reduce.</li> <li>• Individual case studies show students undertaking placements are clearer and more positive about career pathways in the future.</li> </ul>	<p>Approx. £50 - £100 per alternative education provider placement.</p> <p>Approx. £75 per work placement.</p>	
<p><b>5. To enhance the existing Pastoral Mentoring offer with</b></p>	<p>Funding for the following specialist mentoring programmes:</p> <ul style="list-style-type: none"> <li>• Drawing and Talking Mentoring Programme – processing of difficult emotion and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Individual case studies indicate improvements in emotional processing and expression.</li> <li>• Individual case studies show peer conflict / concerning peer relationships reduce.</li> </ul>	<p>Costs dependent on frequency / length of</p>	

<p><b>Specialist Mentoring Programmes</b></p> <p>Barrier/s: E1 – E4, MH4, MH5</p>	<ul style="list-style-type: none"> <li>• Families Against Violence Mentoring for students who have experienced a violent incident</li> <li>• Healthy Emotions and Relations Training (HEART)</li> <li>• Roll out of Nurture UK training</li> </ul>		<p>mentoring programmes</p>	
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