

## Pupil premium strategy statement – The Heights Academy

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.

### School overview

Detail	Data
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	58.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Redhead Headteacher
Pupil premium lead	Nicola Redhead
Governor / Trustee lead	Sheena Hodgson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,370

# Part A: Pupil premium strategy plan

## Statement of intent

At The Heights Academy we aim to use our pupil premium funding to support our pupils to become successful learners, respectful citizens and confident individuals to assist them for the future.

All pupils attending The Heights Academy have an EHCP with a primary need of Autism and working within 2 years of age related expectations. Some pupils will also have associated SEMH needs.

Pupils are unable to access mainstream education for a number of reasons:

- Speech, Language and communication needs, lined to their autism, which limit their communications skills
- Sensory needs, linked to their autism, which limits their ability to regulate and engage in learning in a mainstream setting
- Anxiety surrounding their Autism impacting on their ability to attend an educational environment which has large class sizes and significant transitions

With the use of pupil premium we aim to achieve positive outcomes in the following areas:

- Academic Attainment
- Progressions to further education
- Employability
- Social Opportunities
- Development of social skills
- Develop self-sensory regulation skills
- Develop speech, language and communication skills
- Preparation for adulthood
- To develop resilient individuals
- Ensuring the PP grant reaches the pupils who need it most
- Addressing non-academic barriers to attainment such as behaviour, communication and attendance
- Outstanding teaching and learning

Our strategy will be driven by the needs and strengths of our pupils, based on formal and informal assessments and the provisions detailed in their EHCP. 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	Pupils reading and comprehension abilities are below age expected and comprehension skills hinder their ability to be functionally literate
2	Our assessments, observations and starting points and discussions with pupils and their families have shown that pupils social and communication skills are limited and pupils have not been equipped with the skills and/ or tools to prepare them for adulthood
3	Lack of targeted support for interventions which can support independence for the future and assist pupils to manage their own sensory needs, mental health and wellbeing
4	Pupils start at The Heights with a lack of self-confidence and low self-esteem which impacts on their ability to access the curriculum
5	Our baselines have indicated that pupils who start at The Heights Academy have received minimal support to assist them to develop strategies over time to manage their needs/ anxieties which they are faced in daily situations. This prevents them from at times being able to access their learning as their social and emotional skills have not been address

## 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
Improved attainment for disadvantaged pupils in all subjects, especially English with the focus on speech, language and communication and reading	Achievements through performance at the end of the academic year. Targeted Reading programme to support pupils reading and comprehension ability. Targeted Speech and Language interventions to assist those to develop good communication skills, to aid beyond the classroom. Targeted assessments through OT/EP to ensure that the right help at the right time is being accessed to support academic outcomes.
Improved outcomes for pupils with holistic targets which focus of social skills, mental health and wellbeing	Wider world skills being achieved and EHCP reviews and termly outcomes

	<p>reflecting positive outcomes within these areas</p> <p>Pupils to demonstrate within school confidence in communicating with others, who they are not familiar with and transferring these skills beyond The Heights</p> <p>Parents and carers through discussions sharing improvement in communication and social situations</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Pupils able to self-regulate and manage their own sensory needs in a range of settings, allowing them to access learning throughout the school day.	<p>Through observations, discussions with pupils staff and families.</p> <p>Academic progress and increased engagement in learning.</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: £ 19,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Professional development: Introducing weekly CPD training slot for all staff	Through the appraisal system training needs have been identified and a CPD system has been set on a termly basis to target gaps in needs to staff members both Teaching and support staff - Outcomes from learning walks, lesson observations and book trawls to identify areas of development and these to be addressed within these sessions to share good practice - External professionals to support with additional training (lego therapy, communication books, team building, behaviour training)	1,2,3,4,5

Purchase of one day per week Speech and Language Therapist Support	Speech Therapy Warwickshire to conduct assessments, implement targets and provide support to staff (support staff to aid daily communication and teaching staff to maximise opportunities to incorporate SPLC targets into their daily teaching). Autism website expresses the relationship between autism and communication in a variety of contexts and the need for pupils to have access to this input to support them.	1,2,4,5
Purchase of one day per week Occupational Therapist Support	Midlands OT to conduct assessments, implement support strategies and provide ongoing support and CPD for staff to enable them to incorporate OT strategies into their daily practice. Individual OT assessments will be conducted, and reports written as required.	2,3,4,5

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

Budgeted cost: £5,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to deliver ongoing targeted interventions to support pupils academic as well as holistic development	Staff trained and interventions delivered in a range of interventions as determined by ongoing assessments and provision detailed in EHCP. To include <ul style="list-style-type: none"> <li>- Zones of regulation</li> <li>- Anxiety CBT</li> <li>- Anger Management CBT</li> <li>- Phonics &amp; reading catch up</li> <li>- Maths interventions</li> <li>- Language for thinking &amp; behaviour</li> <li>- Talkabout – social communication</li> </ul>	1,2,3,4,5

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

Budgeted cost: £ 5,880

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To purchase ad hoc support from Steve Brown behaviour & autism consultant to support with higher needs pupils.	Assessment for pupils presenting with a higher level of need and challenging behaviours; action plans produced and support and training provided for staff.	2,3,4,5

**Total budgeted cost: £ 31,370**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>2023-2024</b>
The Heights Academy opened in September 2023 and therefore we do not hold any data for pupils before this point

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

### Further information

N/A
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