

Highfield Primary School 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	Highfield Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	22.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	1 st November 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Lisa Corrigan Headteacher
Pupil premium lead	Annalea Rickwood Inclusion Lead
Governor / Trustee lead	Ed Spary, lead for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,776
Recovery premium funding allocation this academic year	£ 5,039
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	£ 99,815

Part A: Pupil premium strategy plan

Statement of intent

At Highfield Primary we have high aspirations and ambitions for our children and believe that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and their families, including those who have a social worker or are young carers. The range of activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe that consistently delivering high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support has the greatest impact on closing the disadvantaged attainment gap. It will also at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 interventions or focused small group work for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our observations and discussions with pupils and their families have identified social and emotional issues for many pupils due, in part, to separation anxiety and a lack of enrichment opportunities during school closures and national lockdowns. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parental requests for Pastoral support for pupils has gone up by 75% (September to December 2021), with 70% of referrals for pupils who are disadvantaged.</p>
2	<p>Prior to COVID lockdowns our attendance data over the last 4 years indicates that attendance and punctuality among disadvantaged pupils was been between 0.77 – 1.25% lower than for non-disadvantaged pupils. However when comparing the same period this year that difference has grown to 2.97%.</p> <p>The gap between the percentage of disadvantaged pupils who have been ‘persistently absent’ compared to their peers has grown by 4.84% in the following academic year 2019/2020 and 2020/2021. For the academic year 2021/2022 the gap has reduced by 1.59% to 3.25%. Our assessments and observations indicate that absenteeism continues to negatively impact on disadvantaged pupils’ progress.</p>
3	<p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. It is also noted that due to COVID a number of children within Reception did not attend any Nursery or pre-school setting. This impacts negatively on their development as readers.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. It is also noted that due to COVID a number of children within Reception did not attend any Nursery or pre-school setting. This impacts negatively on their development as readers and in turn delays their development as writers.</p>

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>Pupils and families with identified social, emotional or health needs are well supported by school staff or outside agencies so that they build up resilience and their needs are removed or alleviated</p> <p>Promote resilience to social and emotional issues affecting learning behaviours and foster behaviours that support independent learning.</p>	<p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers are alleviated where possible and the following 4 outcomes will be achieved by 2024/2025</p>
<p>To improve attendance for disadvantaged pupils and to close the gap created by COVID.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils is closed to less than 1% by the end of the academic year 2024/2025</p>
<p>Improve oral language skills and vocabulary of disadvantaged pupils across the school but particularly in Nursery and Reception</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including assessment in lessons, book scrutiny and ongoing formative and summative assessments.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths outcomes in 2024/2025 show that the percentage of disadvantaged pupils who meet the expected standard is line with the national figure</p>
<p>Improved vocabulary and writing across the curriculum for disadvantaged pupils at the end of KS2</p>	<p>KS2 writing outcomes in 2024/2025 show that the percentage of disadvantaged pupils who meet the expected standard is line with the national figure</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: £ 56,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standard diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests/assessing and monitoring pupil progress/education endowment foundation/EEF	3,4,5
Ongoing staff CPD on providing high quality feedback to pupils. This includes during lessons and also weekly pupil conferencing	External evidence indicates that high quality personalised feedback is an effective way to improve attainment	2,3,4,5
Continue to roll out Maths Mastery across the school which will enhance our maths teaching and curriculum in line with DfE and EEF guidance. Teacher will be funded to be released support teachers across the school	The National Centre for Excellence in the Teaching of Mathematics and with the DfE produced non – statutory guidance, drawing on evidenced –based approaches: Maths Guidance KS1 & 2 (publishing. Services.gov.uk)	4

<p>Two FTE experienced teachers employed to work across KS1 and KS2, including a specialist teacher to teach grammar across KS2. Teacher's will undertake interventions, 1:1 and small groups for English and Maths to ensure all children are supported achieve their learning objectives for Reading, Writing and maths</p>	<p>https://sandbox.educationednowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Teachers will use diagnostic assessment to triangulate with in class work to identify pupils</p>	<p>3,4,5</p>
<p>Experienced HLTA will deliver phonics and reading interventions across Year 1,2 and 3 to ensure disadvantaged pupils attainment is in line with their peers.</p>	<p>https://sandbox.educationednowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Teachers will use diagnostic assessment to triangulate with in class work to identify pupils</p>	<p>3,4,5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language link in Reception, Year 1 & Year 2 targeted at disadvantaged pupils</p> <p>Nelli Programme in Reception targeted at disadvantaged pupils who require additional support</p>	<p>https://sandbox.educationednowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	5
<p>Additional phonics groups targeted at disadvantaged pupils who require further support.</p>	<p>Targeted phonics interventions have been shown to be more effective in both the short and long term when delivered as regular sessions over a period of up to 12 weeks</p>	5
<p>Smaller differentiated groups for Year 2 & 6 to target disadvantaged pupils in maths and writing</p>	<p>Small group tuition/toolkit strand/education endowment Foundation</p> <p>Evidence from previous small group interventions targeted at specific needs and gaps can be an effective method to support low attaining pupils or those falling behind</p>	3,4,5
<p>Reading intervention targeted at disadvantaged pupils across the school but with an increased focus in Year2 and Year 4,5,6</p>	<p>In school tuition targeted at specific needs and knowledge gaps can be an effective way to support low attaining pupils or those falling behind whose education has been most impacted by the pandemic.</p> <p>Small group tuition/toolkit strand/education endowment Foundation</p>	3,5

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

Budgeted cost: £ 17,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher to ensure all families understand the expected attendance levels</p> <p>Family Support worker 2 ½ days per week to support and engage with families</p> <p>½ termly awards for 100% attendance</p> <p>`Here Everyday` project in Nursery and Reception</p> <p>Breakfast Club subsidised to ensure children eat a healthy breakfast before school & are in school for the start of the day</p>	<p>Previous school data evidences positive impact on attendance of FSW involvement with families. NFER briefing supports the view children must be in school to attain and identifies addressing attendance as a key step.</p> <p>Evidence indicates children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress</p>	4
<p>Rainbows talking therapies to support children with social and emotional difficulties – 1 full time and 2 part time members of staff</p> <p>3 Mental Health First Aiders trained to support identified children</p> <p>18 staff members completed Level 2 NVQ `Understanding Children & Young People`s Mental Health`</p>	<p>Evidence indicates children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress</p> <p>Evidence indicates therapies provide children with an opportunity to rationalise their concerns and gain coping strategies for the future</p>	5

<p>Additional targeted group/ individual work by School Nurse, Educational Psychologist and Behaviour Support Team.</p> <p>Supporting families with uniforms & subsidised trips and activities</p> <p>Family Support Worker to work with families to help overcome or alleviate barriers</p>	<p>Ensure children and their families are able to fully engage in all aspects of school life</p> <p>Evidence https://educationedknowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
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Total budgeted cost: £ 99,815

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 2019 to 2020 and 2020 to 2021.

Our internal assessments during 2020/2021 (PIRA & PUMA) shows that the gap between disadvantaged pupils and all other groups grew by 2.3% in maths and 2.5% in reading this was despite the school actively encouraging these pupils to attend school during lockdown. The progress we had made during 2017/2018 and 2018/2019 in raising attainment and closing the gap have been significantly impacted upon by COVID. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our internal assessments (PIRA/PUMA) show that for 2021 /2022 the gap between disadvantaged and all other groups reduced by 0.87% in maths and by 0.79% in reading. This was due to the impact of focused targeted support over the course of the year. We assessed children half-termly to aid us in evaluating the impact of interventions. Crucial to the positive impact of targeted support was the continued reinforcement and follow-ups in class by the class based staff.

At the end of EYFS of the 10 children that did not achieve a Good Level of Development 6 were disadvantaged children. From September 2022, they have received daily reading /phonics targeted support.

KS1 SATs, pupils working at the required level:

Reading 69% of disadvantaged pupils compared to 59% for all other groups

Writing 62% of disadvantaged pupils compared to 74% for all other groups

Maths 69% of disadvantaged pupils compared to 63% for all other groups

Science 69% of disadvantaged pupils compared to 78% for all other groups

KS2 SATs, pupils working at the required level:

Reading 50% of disadvantaged pupils compared to 62% for all other groups

Writing 70% of disadvantaged pupils compared to 78% for all other groups

SPaG 50% of disadvantaged pupils compared to 76% for all other groups

Maths 70% of disadvantaged pupils compared to 68% for all other groups

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year due to COVID related issues. Our disadvantaged pupils and their families were disproportionately affected by this. We therefore used pupil premium funding to actively support both pupils and their families. Over the course of 2021 /2022 our family support worker actively engaged with 12 families (28 children) during the course of the year. By the end of the academic year attendance for 8 families had improved, with 9 children ending the year with attendance above 95%.