

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 Community Primary
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Andrew Proctor
Pupil premium lead	Jane Smethurst
Governor / Trustee lead	Fiona Hodson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,075
Recovery premium funding allocation this academic year	£8599
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	£171,674

Part A: Pupil premium strategy plan

Statement of intent

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. Our aim at Highfield Community Primary School is to provide highly effective teaching and learning strategies to narrow the attainment gap and provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

In making decisions about using our Pupil Premium funding we have considered the context of the school and the challenges faced. We have taken into account a breadth of research including that conducted by the Education Endowment Fund. Common barriers to learning for our disadvantaged children can be:

Common Barriers	Implications for Learning
Limited access to wider enrichment activities	Lack of experience of the wider world leads to a lack of vocabulary and understanding which impacts on reading, writing and general knowledge for the wider curriculum.
Socio-economic factors impacting on families	The implications for learning; basic needs being met – breakfast, uniform, transport, housing conditions, family stress, mental health and impact on readiness to learn and behaviour for learning. This also impacts on punctuality and attendance.
Mobility – inward and outward	Research shows that when a child moves school it effects learning and attainment on average by six months. Effective transition is therefore key.
Covid-19 school closures	National evidence shows that the evidence of school closures has been greatest for disadvantaged pupils. Lack of access to quality reading material and home learning resources has impacted on learning and attainment

Our approach is personalised, taking into account everything we know about our children and their families.

We will ensure that all teaching staff are highly skilled in Assessment for Learning so they are fully aware of strengths and weaknesses in their class and across the school. Established systems through Pupil Progress termly reviews ensure our shared understanding of pupil needs and strategies to support improvement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils and have access to quality first teaching
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background.

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop confidence in their ability to communicate effectively in a wide range of contexts.

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

Challenge number	Detail of challenge									
1	Reading & phonics – Our assessments show that our lower ability, disadvantaged pupils attain less well than other pupils in school in phonics and reading. This is often compounded by lack of support at home with regular reading practice.									
2	Communication & Language and vocabulary – Our baseline assessments show that pupils on entry to school demonstrate communication and language skills that are well below age appropriate skills and abilities. Assessments show that our disadvantaged children's breadth of vocabulary is limited, creating a barrier for learning across the curriculum.									
3	Attainment - Our assessments show an attainment gap in reading, writing and maths when comparing disadvantaged and non-disadvantaged pupils. This has been compounded by school closures and the impact of the pandemic.									
4	Attendance/Parental engagement – Attendance is lower for disadvantaged pupils in school <table border="1" data-bbox="370 884 1407 1077"> <thead> <tr> <th></th> <th>FSM</th> <th>Non FSM</th> </tr> </thead> <tbody> <tr> <td>Average % Attendance</td> <td>93.5%</td> <td>95.7%</td> </tr> <tr> <td>Children with 100% Attendance</td> <td>31%</td> <td>43%</td> </tr> </tbody> </table>		FSM	Non FSM	Average % Attendance	93.5%	95.7%	Children with 100% Attendance	31%	43%
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Children with 100% Attendance	31%	43%								
5	SEMH/ACEs – Baseline assessment show children are well below in PSED skills. For some of our children, complex family situations prevent them from flourishing and impact their readiness to learn. Some families struggle to engage with the support on offer from school. Also, due to the pandemic, pupils have had even less opportunity to gain experiences of the wider world. Increased amount of referrals into Early Help for disadvantaged families.									

Intended outcomes

Intended outcome	Success criteria
Improve attainment in phonics and reading for disadvantaged children in EYFS & KS1	<p>Monitoring and evaluations show teaching of phonics through Bug Club is consistent and high quality.</p> <p>Resources for Guided reading and home reading books are effectively supporting the consistent teaching of reading and phonics.</p> <p>Improved attendance at phonics and reading parent workshops.</p> <p>Targeted and effective interventions support the accelerated progress of disadvantaged children</p> <p>A higher proportion of disadvantaged pupils are working at age related expectations</p> <p>(Look at current Y2 who failed Y1 screening, look at Y1 % of pupil at ARE)</p>

<p>Improve communication and language skills for disadvantaged pupils to improve reading and writing.</p>	<p>Talk Boost to be used in Rec & KS1 as a communication and language intervention to narrow the gap in oracy attainment. Colourful semantics to be used throughout school, where appropriate to improve vocabulary, sentence structure and oracy.</p> <p>Structured questioning to be planned and implemented to improve vocabulary and understanding.</p> <p>All classes to use effective collaborative learning strategies to promote focused and effective communication.</p> <p>Children to have daily opportunities to re aloud and discuss their understanding of the text to improve reading.</p> <p>Reading comprehension skills will improve by teaching these skills explicitly both in English and across the curriculum using high quality texts.</p> <p>Children's breadth of vocabulary will improve through being taught specific vocabulary lessons in English lessons and also throughout the curriculum.</p>
<p>Improve attainment in reading, writing and maths for all disadvantaged pupils</p>	<p>Quality first teaching consistently identifies, targets and supports the progress of all PP, and particularly PP/SEN children, resulting in improved progress and attainment for disadvantaged pupils.</p> <p>PP/SEN pupils identified in planning as a specific group and supported effectively in class. AFL strategies are evident in each lessons to check the understanding and progress of this group. PP/SEN pupils will receive interventions in order to accelerate progress.</p> <p>All disadvantaged progress make at least good progress.</p>
<p>Improve children's mental health and well-being</p>	<p>Children's SEMH will be fully supported in order to be ready to learn and make at least good progress in all areas of learning.</p> <p>All staff will be aware of the barriers children face in order to provide the best possible support ensuring children feel happy and safe at school and to positively impact on attainment.</p> <p>Learning mentors will support children in regulating their behaviour, understanding their emotions, improving attendance, improving attitudes and behaviour to have a positive impact on attainment.</p> <p>All children to have chosen a key adult in school so they know they always have someone to talk to that they trust to ensure once in the classroom they are ready to learn.</p> <p>Nurture classes will support children with self-confidence, self-esteem, attitudes, worries, emotions in order to get the back in the classroom, ready to learn and improve progress and attainment.</p>
<p>Improve behaviour and SEMH for disadvantaged pupils</p>	<p>Behaviour will be good throughout school and children will be taught to self-regulate. There will be a positive school ethos that is reflected in aspects of school life. Staff will receive training on behaviour interventions and the updated behaviour policy will be used effectively and consistently across school. More specific behaviour interventions such as Nurture,</p>

	Learning Mentor, Play therapy and counselling will have a positive impact on children's behaviour.
Improve attendance & punctuality for disadvantaged pupils (target %)	Attendance of disadvantaged pupils will improve.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – Teachers, TAs Bug Club and Purple Mash vocabulary</i>	<p><u>EEF evidences that:</u> Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><u>EEF evidences that:</u> A consistent and systematic approach to provide children with a strong knowledge of phonics that will effectively support their early reading development</p>	1, 3
<i>Continuous, high quality CPD The National College Local Authority, Cluster group, Yarrow School Alliance</i>	<p><u>EEF evidences that:</u> Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	1,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Small group tuition</i> <i>Y6 Booster group</i> <i>Intervention Teacher</i> <i>Phonics intervention group</i> <i>Intervention Teacher</i></p>	<p><u>EEF evidences that:</u> Small group tuition has an average impact of four months' additional progress over the course of a year. On average, one to one tuition is very effective at improving pupil outcomes. One to one 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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>1,3</p>
<p><i>SALT – Sp & L therapist to screen all children on entry</i> <i>Interventions:</i> <i>Colourful semantics</i> <i>Talk Boost</i> <i>Sentence Stairs</i></p>	<p>Weak Language and Communication skills. Most children are working below or well below ARE and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. <u>EEF evidences that:</u> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p>	<p>2,3</p>
<p><i>1:1 TA support</i></p>	<p><u>EEF evidences that:</u> Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p>	<p>1,2,3</p>
<p><i>SALT</i></p>	<p><u>EEF evidences that:</u> Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities.</p>	<p>1,3</p>
<p><i>Guided reading</i> <i>New KS1 GR scheme</i></p>	<p>We undertook a review of EYFS & KS1 reading provision and have invested in new resources in October 2021 to ensure the needs of the new EYFS curriculum could be met. An audit was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. <u>EEF evidences that:</u> The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading</p>	<p>1,2,3</p>

	comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There are indications that approaches involving digital technology can be successful in improving reading comprehension particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	
<i>Times Table Rockstars</i>	<u>EEF evidences that:</u> The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	3
<i>Reading Comprehension</i>	<u>EEF evidences that:</u> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture class	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. <u>EEF evidences that:</u> Both targeted interventions and universal approaches have positive overall effects (+ 4 months)	3,5
<i>Learning Mentor/Nurture</i>	Learning Mentor will work with vulnerable pupils and families to ensure they can access learning and attend school regularly.	3,5

	<p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p><u>EEF evidences that:</u></p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><u>Pupil Premium Guided</u></p> <p>Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p>	
Breakfast Club	<p>Children who are hungry do not perform as well.</p> <p><i>'poor nutritional habits can have a detrimental effect on cognition, particularly memory and attention' (Bellisle, 2004; Adolphus et al., 2016), which are fundamental to learning (Fougnie, 2008). 'Thus, repeated, poor cognitive performance in class, resulting from poor nutritional status, could have a cumulative effect on children's learning' (Pollitt, 1996).</i></p>	3,5
Subsidised educational visits to enrich and broaden life experiences	<p>Subsidised visits for children from lower income families</p> <p><u>Pupil Premium guide states:</u></p> <p>The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events</p>	2,3,5
Parent workshops	<p><u>EEF evidences that:</u></p> <p>Parent workshops, stay and play, etc</p> <p>Positive parental engagement can support pupil progress and attendance</p>	4,3
Musical instrument tuition.	<p><u>EEF evidences that:</u></p> <p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience</p> <p><u>Ncbi.nlm.gov</u></p> <p>Children who undergo musical training have better verbal memory, second</p>	2,3,5

	language pronunciation accuracy, reading ability	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets. The attainment gap remains relatively the same but we feel the impact of the pandemic and disruption due to lockdown has had a negative impact on both progress and attainment

Pupil Premium pupils were clearly identified on our school's tracking system and their progress in reading, writing and mathematics was tracked termly. Most disadvantaged pupils continued to make good progress even though school closures impacted on learning and SEMH.

Data is used to monitor progress against annual targets. Pupils who were not making expected progress were identified and received specific interventions aimed at accelerating their progress. Interventions had a positive impact on pupil's attainment as most pupil's made at least good progress.

Increased number of pupils coming to school with significantly lower than average language and communication skills. Specific interventions had a positive impact on all pupils and they all made at least good progress from baseline starting point in this area of learning.

Increased number of pupils referred to Learning Mentor, counsellor, play therapist due to the pandemic/SEMH (evidence) A positive impact was seen on children's behaviour and wellbeing and targets were met for pupil's progress and attainment.

End of KS2 July 2021 Progress of disadvantaged pupils

60% meeting ARE in maths compared with 39% when pupils were in Y5

75% meeting ARE in reading compared with 44% when pupils were in Y5

55% meeting ARE in writing compared with 50% when pupils were in Y5

Compared with July 2020

End of KS1

% meeting ARE in maths

% meeting ARE in reading
% meeting ARE in writing

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk Boost	ICAN
Fast Track Phonics	Lancashire
IDL (English & Maths)	IDL Solutions