

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Highfield Community Primary School |
| Number of pupils in school | 117 |
| Proportion (%) of pupil premium eligible pupils | 55 = 47% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | C. Spencer Head Teacher |
| Pupil premium lead | C. Spencer Head Teacher |
| Governor / Trustee lead | I. Clydesdale Lead on disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £58,495 |
| Recovery premium funding allocation this academic year | £2,224 |
| 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 | £60,719 |

Part A: Pupil premium strategy plan

Statement of intent

At Highfield Community Primary School, our intention is 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 achievers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will 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 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 | Our observations and baseline assessments show that for the majority of PP pupils, the gap already exists between PP and non PP on entry to EYFS. Some PP pupils need early support with skills such as; toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. They tend to need continued support to develop basic skills in EYFS. |
| 2 | Observations have evidenced that PP pupils have poor use of vocabulary and understanding of vocabulary throughout school. This can have an impact on reading and maths results, as well as the wider curriculum. |

| | |
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| 3 | Observations show that the majority of PP pupils lack confidence and self-esteem. This impacts on day to day learning, however this is especially evident during test conditions where pupils often become nervous or distressed. |
| 4 | Parent/carers discussions, assessments and observations have indicated the impact of Covid has been greater on the PP pupils and has impacted on their resilience. As a result, pupils have become less able to take on challenges and work independently. This was a target during the previous academic year and will continue to be a target. |
| 5 | Discussions with pupils and parents/carers have shown there can be a lack of enrichment opportunities outside of school compared to non-PP pupils due to financial constraints at home or the lack of opportunities made available to them. |

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 |
|--|---|
| 1. Diminish the gap between PP and non PP pupils by the end of the EYFS. | <ul style="list-style-type: none"> class teachers to have a clear understanding of gaps in learning and arrange intervention to meet the need. most children to work at age related expectation or above. attainment gaps to become smaller. continue to offer outstanding provision for all pupils |
| 2. For pupils to obtain a good knowledge of vocabulary. | <ul style="list-style-type: none"> pupils to have a good understanding of a wider range of vocabulary pupils to verbally use and feel confident about using a wider range of vocabulary during discussions and everyday conversations pupils to use and feel confident about using a wider range of vocabulary in their writing pupils to have a firm understanding of what they have read. more pupils to achieve expected or above in EYFS, KS1 and KS2. |
| 3. For pupils to approach school life with independence and confidence. | <ul style="list-style-type: none"> offer opportunities that enable pupils to practise being independent and confident rewards for all achievements (not only academic) given to pupils to ensure efforts and successes are valued across all areas of the curriculum and development |

| | |
|---|--|
| <p>4. For all pupils to be resilient and take on challenges independently.</p> | <ul style="list-style-type: none"> • pupils to take part in nurture groups when needed • offer opportunities that enable pupils to practise being independent and confident • rewards offered to all pupils |
| <p>5. For pupils to take part in many enrichment opportunities, both in school and out of school.</p> | <ul style="list-style-type: none"> • pupils take part in a range of educational visits that enhance learning • pupils to experience a range of educational visitors that enhance learning • pupils to have the opportunity to take part in out of school activities |

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: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Complete EYFS baselines within the first weeks of Autumn term to ensure gaps in attainment can be addressed early. | Early intervention is key to closing the gap. Data shows that the gap is less likely to close if children leave EYFS / Year 1 below the expected level. | 1 |
| Introduction of Little Wandle Letters and Sounds (SSP) We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD | It is evident that children who enjoy reading, thrive as readers. It is well known that reading is a life skill and supports all other learning. | 1 2 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 3 4 |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Full time support in Nursery, Reception, Y1/2 and Y3/4</p> <p>Teacher support in Y5/6 three mornings for Maths and English support. HLTA in approximately 6 sessions to support with Maths and English and the wider curriculum</p> | <p>Interventions can be excellent practice in the support of teaching and learning. Interventions are precisely targeted with clear intervention strategies to support learning and progress.</p> <p>The impact of interventions is clearly monitored, and changes are made when interventions are proven to be ineffective</p> | 1 2 3 4 5 |
| <p>Additional phonics (across the school) sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using Little Wandle Letter and Sounds (SSP)</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> | 1 2 3 |
| <p>Improve the quality of social and emotional (SEL) learning. In school we use 'Jigsaw'</p> <p>Staff to ensure that the same children are not being supported all the time and every child has the opportunity to develop independence in all lessons.</p> <p>Teach and promote resilience in all areas of learning.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> | 3 4 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to offer roles where children can lead and build confidence and independence. such as: school council, playtime buddies, PE leaders, etc | Research evidence shows that education and health are closely linked. Therefore, promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes. Developing responsibility therefore impacts both on positive mental health and educational outcomes. | 1 2 3 4 5 |
| Plan visits and visitors to enhance the curriculum and learning | Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what 'cultural capital' means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development. As stated by Ofsted, it is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. | 1 2 3 5 |

Total budgeted cost: £60,791

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 2021 to 2022 academic year.

Awaiting DFE update