

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	686
Proportion (%) of pupil premium eligible pupils	141 pupils 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	David Wilson Headteacher
Pupil premium lead	Mel Marsh Assistant Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22-23	£225,312
Recovery premium funding allocation this academic year	£ 0
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	£225,312

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds, starting points 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 their goal and reach their full potential, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those with additional needs and those who have support from outside agencies. The activity we have outlined in this statement is also intended to support their needs.

At Highfield we want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Highfield Primary School we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way.

Learning at Highfield is engaging, interactive and includes a range of experiences within the classroom and beyond. Children will be challenged and supported to achieve their potential. High-quality teaching with a focus on higher-order questioning, feedback and challenge, is at the heart of our approach. Our curriculum is designed to be meaningful and purposeful, including practical, hands-on activities. We ensure we take every opportunity to promote learning beyond the classroom-outdoors and further afield on trips and excursions. 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 the non-disadvantaged pupils' attainment will be sustained and improved alongside good progress for the disadvantaged pupils.

Our approach will be responsive to common challenges but also responsive to specific individual needs. We use robust diagnostic assessments and pupil voice, not assumptions about the impact of disadvantage. The approaches we use ensure pupils develop, progress and excel in academic, emotional and spiritual life. To ensure our approaches are effective we will:

- Ensure challenge is effective and all disadvantaged are challenged so they can progress and achieve*
- Ensure swift identification of needs and implementation of support*

- *Ensure the whole school has high expectations of what disadvantage pupils can achieve.*

Challenges

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

Challenge number	Detail of challenge (September 21)
1	Gaps in oral language skills and vocabulary. Assessments, learning walks, book looks and pupil conferencing show that there are gaps for many disadvantaged pupils with their oral language skills and vocabulary. These are evident through EYFS to KS2. EYFS baseline for Reception (September 2021) in Speaking, shows that 37% of Pupil premium pupils are at ARE whilst 63% of Non-Pupil premium pupils are at ARE. Language gaps are more prevalent among our disadvantaged pupils.
2	Lower attainment in reading Assessments, observations and pupil conferencing shows that disadvantaged pupils generally have more challenges and barriers when learning to read and when learning phonic skills. From our internal Year 1 Summer 21 phonic assessments, there were significant gaps between disadvantaged and non-disadvantaged pupils' attainment. Internal data shows that when Pupil Premium pupils enter school, there are gaps in their attainment in Reading. Historically, this gap narrows as pupils move through the school. External data shows that pre school closure and Covid 19, by the end of Year 6, our Pupil Premium Pupils are in line or slightly outperform Non-Pupil Premium pupils.
3	Social, emotional needs of disadvantaged pupils: Our assessments, pupil voice, discussions and learning walks show that some pupils who are disadvantaged have a lower self-esteem, lower confidence, resilience and lower aspirations than their peers. Our assessments (including well-being assessments on return to school after both school closures), pupil conferencing and observations show that the education and well-being of our disadvantaged pupils has been impacted by the National school closures which is supported by the national trend. Due to a generally lower engagement of remote learning and lack of enrichment opportunities, knowledge gaps leading to pupils falling behind in achieving age related expectations has occurred. Also, some disadvantaged pupils are displaying signs of increased anxiety which impacts their attainment. From our return to school Well-Being Assessments, 70 pupils (41 of whom were disadvantaged) required additional support with emotional and social needs after school closure. They have all had some form of intervention and some are still receiving this support. Currently, 50% of pupils attending sessions with our Place2Be counsellor are disadvantaged pupils and 55% of pupils who attend Place2talk (short counselling sessions) are disadvantaged.
4	Attendance: Whilst our disadvantaged pupils' attendance is improving as a group and is in line with our non-disadvantaged pupils (Academic Year 2020-

	2021, disadvantaged pupils' attendance was 96.1%), we will be targeting specific individuals (persistent absences) for improvement in their attendance.
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Intended outcomes (July 2025)

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
<i>Improved oral acquisition and vocabulary among disadvantaged pupils</i>	Assessments and observations indicate a significant improvement in oral language among disadvantaged pupils. This will be evident when triangulated with other sources such as learning walks, pupil voice and book looks. Reception end of Year data will show an increase of 20% of disadvantaged pupils at ARE for speaking and listening by 2024/25.
Improved reading attainment Reduced gap in reading attainment between disadvantaged and non-disadvantaged at Year 2 Higher number of disadvantaged pupils pass the phonic screening test in Year 1	KS1 reading outcomes in 2024/2025 shows that more than 65-70% of disadvantaged pupils met age related expectations. KS2 reading outcomes in 2024/25 shows that disadvantaged pupils will continue to be in line with non-disadvantaged pupils at ARE and Greater Depth. Year 1 Phonic Screening shows over a three-year trend that an average of 70% of disadvantaged pupils pass.
To achieve and sustain improved well-being for all our pupils, particularly our disadvantaged pupils. To raise their aspirations, self-esteem and confidence	Sustained high levels of well-being from 2024/25 demonstrated by <ul style="list-style-type: none"> • Pupil conferencing • Parent surveys • Teacher observations • Sustain number of disadvantaged pupils in enrichment activities. • Learning walks (engagement in lessons) • Monitoring of well-being interventions. • Improved attainment in disadvantaged pupils • Attendance with the disadvantaged is sustained at 96%+
To improve attendance for focused, specific persistent absences	Sustained high attendance for disadvantaged as a group-96% and over.

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: £104,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language interventions and embedding dialogue activities across the school to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Interventions are planned for across the school to improve vocabulary skills. These are: Talk Boost, Talk into Writing, Word Aware and Lego Club</p>	<p>Oral language interventions and dialogic activities such as high quality classroom discussion are inexpensive to implement with high impact on reading and writing. They have a positive impact on pupils' language skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf</p>	1,2
<p><i>Purchase of a DFE validated Systematic Synthetic Phonics programme to secure phonics teaching across the whole school</i></p> <p>Little Wandle Scheme https://www.littlewandlelettersandsounds.org.uk/</p> <p>Whole school Training from January 2022. September 2022-2023: All Class teachers and support staff (who are delivering the scheme and catch up programmes) have</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (not comprehension)</p> <p>English Subject lead has researched the most appropriate scheme for our school</p> <p>Little Wandle has been validated by the DFE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

<p>now been trained and are implementing the Little Wandle Scheme.</p> <p>Catch up sessions and rapid Catch up sessions also take place</p>		
<p><i>Embedding RSE new curriculum and policy</i></p> <p><i>Improving the quality of SEL learning. SEL approaches such as the SMILE approach will be embedded into routine practice and supported by Professional CPD for staff. There are regular daily movement breaks and mindfulness activities planned into the day. Also, through our curriculum, pupils' social and emotional well-being is a priority and pupils are taught how to look after and prioritise their mental well-being.</i></p>	<p>There is extensive research and evidence associating childhood social and emotional skills with improved outcomes at school and later in life in areas such as behaviour and relationships, academic performance</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf</p>	3,4
<p><i>Continue to employ Place2Be and Place2Talk sessions with a counsellor for 2 days a week.</i></p> <p><i>Place2Be offers identified pupils regular counselling sessions over a period of time.</i></p> <p><i>Place 2Talk is available for any child that wants to talk to a member of the Place2Be staff confidentially.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_School_Survey.pdf</p> <p>https://www.place2be.org.uk/</p> <p>There is extensive research and evidence associating childhood social and emotional skills with improved outcomes at school and later in life in areas such as behaviour and relationships, academic performance. It is proven that giving opportunities for pupils to talk has a big impact on children's mental well-being.</p>	3,4

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics in Year 1 for disadvantaged pupils in school x 10 mins daily</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (not comprehension) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
<i>Talk into Writing group Play Partnering in EYFS</i>	Oral language interventions and dialogic activities such as high quality classroom discussion are inexpensive to implement with high impact on reading and writing. They have a positive impact on pupils' language skills https://www.elklan.co.uk/NELI/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>Interventions Nurture, Art and Phonics Well-being interventions/clubs such as a KS1 Nurture club and Art club.</i>	Based on our own experiences of evidence from speaking to pupils, pupil conferencing and learning walks. These interventions all have a big impact on disadvantaged pupils' well-being and learning. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf	1,2,3,4

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

Budgeted cost: £72,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities- Small number of funded places for paid clubs. Disadvantaged pupils are prioritised for	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3

places in school run extra curricular activities.	It has been said that arts education can directly improve pupil attainment. Whilst, this is still a subject being analysed, it is clear that art at our school and art interventions has an impact on pupils' academic attainment alongside an improvement in pupils confidence and self-esteem.	
<i>Embedding the principles of good practice set out in the DfE's Improving School Attendance</i> Having good relations with parents Monitoring Attendance officer	Our school is an exciting and safe place to be according to pupil conferencing and surveys. Pupils want to attend because they enjoy learning. At our school, the Highfield Attendance bears are rewarded to the class with the highest attendance in KS1 and KS2. This is announced on a weekly basis. We also have first day calling if a child is absent and we highlight the importance of attendance through assemblies and talking with parents. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
<i>The Learning Mentors role in school.</i>	Our Learning Mentor play a pivotal role in supporting children in managing their emotions and behaviour. We are proactive in identifying pupils who need behaviour and emotional support and then implementing the support required. This reduces any disruption to their learning and other children's learning and enables pupils to continue to progress well. Our Learning Mentor's, responsibilities include: behaviour for learning and daily check- ins with identified pupils, supporting the social and emotional needs of pupils, early identification of pupils who need social/emotional intervention and delivering specific interventions in small groups or on a 1:1 basis. They also have a Safeguarding responsibility across the school.	3,4

Total budgeted cost: £ 225,285

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 2022 to 2023 academic year.

Our external Summer 23 data shows that at KS1 whilst gaps remain, they are closing. In Reading and Writing, the gap between Disadvantaged and Non-Disadvantaged pupils is steadily decreasing. In Maths, the gap is narrowing significantly. Also, at Combined (pupils achieving ARE in Reading, Writing and Maths), the attainment gap between disadvantaged and Non-Disadvantaged pupils is reducing. At KS2, in Reading, the progress measure shows that Disadvantaged pupils have made a significant improvement in their progress, which is now nearly in line with Non-Disadvantaged pupils. In Writing both disadvantaged and non disadvantaged pupils make rapid progress and disadvantaged children's progress is just below non disadvantaged. In Maths disadvantaged children's progress is slightly above non disadvantaged with both groups making good progress. Whilst disadvantaged pupil's attainment has increased, gaps still remain in all 3 core areas. This is a continued focus for the school so we can continue to close the gaps that we have seen post covid.

Reading interventions across the school, such as a focus on comprehension, fluency and small reading groups, have had a positive impact on disadvantaged pupil's outcomes, where the gaps are closing. This has been aided by a consistent approach to Little Wandle and using this scheme to teach phonics. Our Year 1 Phonic Screening Assessment has shown an increase in children passing in both Disadvantaged and Non-disadvantaged pupils. Summer 23 data shows that the gap between Disadvantaged and Non-Disadvantaged pupils are closing. Using the rapid Catch up and Keep - up sessions have enabled identified pupils to read with pace and fluency. A focus on developing vocabulary through high-quality first- hand teaching and interventions specifically developing vocabulary such as Talk Boost has also accelerated learning. Our external data shows that on arrival, in Reception, 35% of our disadvantaged pupils achieved ARE in speaking. Our Summer 2 external data shows that now 80% achieved ARE in Speaking.

There is extensive research and evidence associating childhood social and emotional skills with improved outcomes at school and later in life in areas such as behaviour and relationships. Highfield Primary School prioritises pupil's emotional well-being and interventions such as KS1 Nurture group and a variety of external and internal clubs has had a positive impact on our disadvantaged pupil's well-being. We know this through pupil conferencing and learning walks, which showed disadvantaged pupils have been highly engaged in their learning displaying more confidence. This year tracking of pupils' enrichment opportunities has enabled more disadvantaged pupils to take part in school-run clubs. This year, we took part in a peer review which looked at the provision for disadvantaged pupils. This was extremely successful and confirmed that our disadvantaged pupils are all confident, love to learn and value what they are taught. They all know what to do if they find something difficult and they can confidently

talk about how they learn. The children also know how to identify if they have been successful in their learning.

Our Learning Mentor plays a pivotal role in supporting children in managing their emotions and behaviour. As a school we are proactive in identifying pupils who need behaviour and emotional support to prevent disruption of their own learning and others. Pupils are given the support they need to access learning. Alongside this Staff have had CPD in Trauma Informed Practise which has given strategies to help pupils deal with their emotions and self-regulation.

OFSTED (April 2022) praised the personal development of all pupils stating that all pupils have high aspirations for themselves. It also praised the wider range of activities/enrichment opportunities that our pupils receive. **“Pupils take part in a wide range of experiences and opportunities outside lessons. Pupils’ wider development is very well catered for. Leaders encourage pupils to be healthy in mind and body and to respect and appreciate differences between people.”** All pupil’s personal and emotional development is regularly monitored and actions from assessments are put into place.

Disadvantaged pupil’s overall attendance in this academic year (2022/23) was 93% and Non-disadvantaged pupil’s attendance was 95%. In assemblies, the importance of attendance is highlighted and this is highlighted to parents through our Attendance Officer and a weekly bulletin. We also invited parents to a workshop led by the EWO. This will continue this year.

Whilst some gaps remain significant, we are driven to close these gaps through high-quality teaching, the teaching of deliberate vocabulary, developing and researching pedagogy, swift identification and implementation of interventions, enrichment opportunities and providing the pupils with the tools they need to be successful learners. We will adjust plans over time as necessary to secure the best outcomes for our pupils.

Externally provided programmes

Programme	Provider
Reading Tutoring for Years 3 and 4	Family Fischer Trust (finished in July 22)

Further information (optional)

Our Pupil premium strategy will be supplemented by additional activity that is not being funded by Pupil premium or recovery premium. These include:

- *Embedding 'Walkthrus' techniques of Questioning and Feedback, Explaining and Modelling Practice and Retrieval across the whole school to maximise engagement and secure understanding of all pupils.*
- *Further embed long term memory and retrieval techniques to ensure knowledge is remembered.*
- *Further develop Child conferencing and verbal feedback to be used effectively to enable pupil progress.*

We have triangulated evidence from multiple sources of data including assessments, learning walks, book looks, pupil conferencing and parent views in order to identify the challenges faced by disadvantaged pupils. We have looked at a number of reports, studies and research papers about effective use of Pupil premium and how to address challenges facing these pupils.

We have put together a robust evaluation framework in place for the duration of our 3 year approach and will adjust our plan over time to the needs of our disadvantaged pupils.