

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	Highlees Primary
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Sue Lane
Pupil premium lead	Sue Lane /Jo Stroud
Governor / Trustee lead	TEFAT - Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	220,275.00
Recovery premium funding allocation this academic year	£23,200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£243,475.00

Part A: Pupil premium strategy plan

Statement of intent

At Highlees Primary School we aim to enable all pupil premium children to reach their full potential by working towards achieving national standards in reading, writing and maths making accelerated progress to close the gap between them and their peers.

Due to our children's identified barriers we prioritise the development of early reading and phonics and our current strategy is to ensure good quality teaching for all children.

Our key principles are that all children receive good quality teaching and learning, CPD for staff is of high quality and identifies long term strategies for improvement and interventions are carefully planned and targeted to accelerate progress. We also prioritise other factors that affect children's progress and well-being such as attendance, behaviour and family support.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Low levels of communication and language development on entry to school
3	Emotional wellbeing/ welfare concerns
4	Lack of engagement and experiences to support learning outside of the classroom
5	Quality of planned interventions

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 number of disadvantaged pupils achieving national expectations in the year 1 phonics screening check	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.

Improved number of disadvantaged pupils achieving national expectations in the Key Stage 1 Reading, Writing and Maths SATs	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage 2 Reading, Writing and Maths SATs	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attendance of disadvantaged pupils meaning fewer persistent absentees.	Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils that are persistent absentees will be in line with or lower than national average.

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: £82,251.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
To and provided effective CPD for effective learning behaviours within class environment	Children's understanding of learning, willingness to learn but also emotional readiness to learn have all been found to impact their progress. Delivering small group and one to one interventions specifically for children identified as needing this will support will help them make good progress: Meta-cognition and self regulation (EEF research) Social and emotional learning (EEF research)	5
Recruit and train qualified staff for interventions	Research has found that ensuring appropriate staff have received high quality training and have identified target groups for interventions leads to	2, 4

	accelerated progress as found by the EEF, Teaching Assistant interventions (EEF research)	
Training and implementation of Drama for Learning strategy	Drama for learning gives all children an increased opportunity for discussion leading to an improvement in vocabulary and articulation. This has been found to led to significant additional progress by the EEF, Oral Language interventions (EEF research)	2, 4
Engagement with the Local Authority English Advisory Team to ensure effective teaching of phonics, including effective implementation of Little Wandle	Research shows that effective teaching of phonics has a significant impact on the development of children's early reading as found by the EEF, Phonics (EEF research)	2, 4
Training and implementation of Reading for Pleasure strategy	The Open University have completed extensive research and found that there are four key components to the effective pedagogy in teaching Reading for Pleasure, found to have a sustained impact on children's reading, Reading for Pleasure Open University study	2, 4
CPD to develop teachers pedagogy to ensure progressive learning across the curriculum	This CPD ensures teachers pedagogy is effective in delivering Mastery Learning (EEF research)	4,5
Purchase and embed a vigorous reading strategy based upon book banding/assessment of reading ages/planned guided reading to develop reading comprehension strategies (cracking comprehension)	Cracking Comprehension encompasses a range of reading comprehension skills which are found to accelerate pupil's reading ability as found by EEF, Reading Comprehension Strategies (EEF research)	2, 4,5
Purchase of quality texts linked to all curriculum areas	Research has found that it is vital that teachers have a good knowledge of a wide variety of high quality texts and that children are exposed to these in all areas of learning. This will then impact on children's reading for pleasure and progress. Reading for Pleasure Open University study	2, 4

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

Budgeted cost: £89,481.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one phonics interventions (EYFS, year 1, year 2 and year 3)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This being delivered through targeted one to one intervention also supports children's oral language development: Phonics (EEF research) Oral Language interventions (EEF research)	2, 4,5
Targeted English and Maths interventions (year 3, year 2)	Interventions will be delivered in small groups that are tailored for the specific pupils' needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: Small group Tuition (EEF research)	2, 4,5
Targeted and flexible English and maths interventions (Year 6)	Interventions will be delivered in small groups that are tailored for the specific pupils' needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: Small group Tuition (EEF research)	2, 4,5
Targeted EYFS interventions to develop early language and vocabulary	Interventions will be delivered in small groups that are tailored for the specific pupils' needs and include a focus on early language and vocabulary. As found by the EEF this leads to significant progress: Small group Tuition (EEF research) Oral Language interventions (EEF research)	2, 4,5

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

Budgeted cost:£71,839.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Implement Protective Behaviours strategies for identified children	Children's understanding of learning, willingness to learn but also emotional readiness to learn have all been found to impact their progress. Delivering small group and one to one interventions specifically for children identified as needing this will support will help them make good progress: Meta-cognition and self regulation (EEF research) Social and emotional learning (EEF research)	3, 5
Implement Steps behaviour ethos	The 'Steps' behaviour ethos includes developing a whole school culture to promote prosocial behaviour and also interventions for those requiring more targeted support with behaviour choices. Both are proven to have a marked impact on pupils progress: Behaviour Interventions (EEF research) Meta-cognition and self regulation (EEF research) Social and emotional learning (EEF research)	3, 5
To support breakfast club for identified families	Breakfast club provides children with social interaction with peers whilst ensuring they are fed and ready to start their day positively. The breakfast club has planned activities to promote social interactions with peers and adults support identified children through these in a less academic environment. Social and emotional learning (EEF research)	1, 3,
To complete family meetings targeted around improving attendance	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. As quoted in the Ofsted document, The Pupil Premium ; 'Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning'.	1, 3
To provide identified children with outsourced therapeutic opportunities	Particular pupils identified as requiring specific support with their behaviour make far better progress when receiving targeted pastoral support in terms of	1, 3

	behaviour choices and the factors that may be impacting on their conscious and subconscious behaviour choices: Behaviour interventions (EEF research)	
Support families financially through providing community boxes (food, toiletries, books, uniform as needed)	Some families seek support from school as they are in 'crisis' and this impacts significantly on children's well-being and progress. We have seen a particular rise in this throughout the pandemic and have worked on developing a relationship with families enabling us to support wherever possible. We also provide books and educational resources in the community boxes to support parents to engage in learning activities with their children: Parental engagement (EEF research)	3
To provide enrichment opportunities (e.g. Rock Steady, Dance and Kick Off)	Engagement in enrichment activities are found to often have a positive impact on well-being, confidence and also other academic areas; Arts participation (EEF research)	1, 3, 5

Total budgeted cost: £243,572.25

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.

Aim	Outcome																					
<p>Improve attainment in Reading for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>In house data (using NTS) shows an Autumn to Summer improvement on attainment for PP children. A focus on the gap between PP and on PP will continue to be a focus this academic year.</p> <p>End of term data</p> <table border="1" data-bbox="804 848 1106 1256"> <thead> <tr> <th>SP data</th> <th>Reading PP</th> <th>Reading Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>33%</td> <td>55%</td> </tr> <tr> <td>Year 2</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Year 3</td> <td>57%</td> <td>59%</td> </tr> <tr> <td>Year 4</td> <td>48%</td> <td>81%</td> </tr> <tr> <td>Year 5</td> <td>54%</td> <td>70%</td> </tr> <tr> <td>Year 6</td> <td>26%</td> <td>55%</td> </tr> </tbody> </table>	SP data	Reading PP	Reading Non PP	Year 1	33%	55%	Year 2	47%	32%	Year 3	57%	59%	Year 4	48%	81%	Year 5	54%	70%	Year 6	26%	55%
SP data	Reading PP	Reading Non PP																				
Year 1	33%	55%																				
Year 2	47%	32%																				
Year 3	57%	59%																				
Year 4	48%	81%																				
Year 5	54%	70%																				
Year 6	26%	55%																				
<p>Improve attainment in Writing for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>Limited improvement in attainment due to remote learning and children's lack of experience during lockdown for writing.</p> <p>End of term data</p> <table border="1" data-bbox="820 1447 1153 1854"> <thead> <tr> <th>SP data</th> <th>Writing Non PP</th> <th>Writing PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>37%</td> <td>24%</td> </tr> <tr> <td>Year 2</td> <td>25%</td> <td>48%</td> </tr> <tr> <td>Year 3</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>Year 4</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Year 5</td> <td>60%</td> <td>46%</td> </tr> <tr> <td>Year 6</td> <td>69%</td> <td>32%</td> </tr> </tbody> </table>	SP data	Writing Non PP	Writing PP	Year 1	37%	24%	Year 2	25%	48%	Year 3	44%	46%	Year 4	70%	40%	Year 5	60%	46%	Year 6	69%	32%
SP data	Writing Non PP	Writing PP																				
Year 1	37%	24%																				
Year 2	25%	48%																				
Year 3	44%	46%																				
Year 4	70%	40%																				
Year 5	60%	46%																				
Year 6	69%	32%																				
<p>Improve attainment in Maths for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>In house data (using NTS) shows an Autumn to Summer improvement on attainment for PP children. A focus on the gap between PP and</p>																					

	<p>on PP will continue to be a focus this academic year.</p> <p>End of term data</p> <table border="1"> <thead> <tr> <th>SP data</th> <th>Maths PP</th> <th>Maths Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>62%</td> <td>66%</td> </tr> <tr> <td>Year 2</td> <td>52%</td> <td>43%</td> </tr> <tr> <td>Year 3</td> <td>64%</td> <td>70%</td> </tr> <tr> <td>Year 4</td> <td>52%</td> <td>77%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Year 6</td> <td>32%</td> <td>68%</td> </tr> </tbody> </table>	SP data	Maths PP	Maths Non PP	Year 1	62%	66%	Year 2	52%	43%	Year 3	64%	70%	Year 4	52%	77%	Year 5	50%	70%	Year 6	32%	68%
SP data	Maths PP	Maths Non PP																				
Year 1	62%	66%																				
Year 2	52%	43%																				
Year 3	64%	70%																				
Year 4	52%	77%																				
Year 5	50%	70%																				
Year 6	32%	68%																				
<p>Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves</p>	<p>Limited improvement in phonics attainment due to remote learning and lack of consistent teaching of early reading due to covid implications. This is a focus for this academic year for catch up.</p> <p>Year 2 (Dec 2021) PP - 65% Non PP - 64%</p>																					
<p>Improve the attendance of eligible pupils and persistent absenteeism and close the gap with their peers</p>	<p>Unable to measure accurately due to covid implications and restrictions. Attendance is inline with Non PP (-5%)</p> <p>2019 - 2020 PP - 92% Non PP- 94% 2020 - 2021 PP - 95% Non PP- 97%</p>																					
<p>Increase the enrichments activities available to eligible pupils through the 70 things to do before you leave Highlees</p>	<p>This was not implemented due to covid implications and restrictions.</p>																					
<p>Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes</p>	<p>This was not implemented due to covid implications and restrictions.</p>																					
<p>Improve eligible pupils motivation towards their learning in order to lead to higher aspirations</p>	<p>This was not implemented due to covid implications and restrictions.</p> <p>The number of children accessing virtual learning increased during the lockdown period</p>																					

Externally provided programmes

Programme	Provider
Drama for Learning	Anna Carter (NPAT)
Reading for Pleasure	Open University

Further information (optional)

At Highlees we value and welcome all children and families and build positive relationships between all, this directly affects children's wellbeing in school and motivation to learn.