

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	Highfields Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	(112)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Sian Evans
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,120
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	£155, 120

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of Highfields' pupil premium strategy is to close the attainment gap between pupil premium pupils and their non-pupil premium peers and maintain this in areas where the gap has already been closed. Data has traditionally been very cohort specific, with gaps closing and widening in different year groups.

Highfields is a 2 form entry primary school, located in Sandwell. Some of the barriers to learning and achievement faced by our pupils are;

- less support at home*
- weak language and communication skills*
- attendance and punctuality issues.*

There may also be complex family situations, including social care involvement that inhibit children from achieving well in school.

The lockdowns of 2020 and 2021 have had a negative impact on many of our pupils and consideration has been given to the continued impact of this. In KS2, the gap between pupil premium and non-pupil premium closed in 2022 as did the gap in the Y1 phonics screening. However, internal data suggests that there is still a gap with future cohorts which will need to be addressed.

We are addressing this with a mixture of approaches.

We have maintained a focus on high quality teaching for all, ensuring that teaching and learning opportunities suit pupils who belong to vulnerable groups. We have also prioritised funding to provide support staff in each year group to provide support for class teaching as well as individual and small group interventions to address the needs of particular learners. Although not all children receiving free school meals will be in receipt of pupil premium interventions at one time, they will benefit from whole class strategies and additional staffing.

The DHT is providing smaller class sizes for English in UKS2 for an identified cohort.

The focus for intervention in EYFS and KS1 will be on the new school phonics programme 'Little Wandle' which requires same day 'keep up' support to provided to pupils who are struggling and a half termly catch up programme to be delivered to those identified through half termly assessments.

A school led tutoring project will continue running from EYFS to Year 6, providing 1:1 support for disadvantaged pupils targeted to their specific needs.

Due to the socio-economic disadvantages that many of our pupils face, there are many experiences and opportunities that are not afforded to them in terms of personal development and preparing for their futures. Highfields intends to keep high aspirations at the heart of the school's vision and increase the opportunities for personal development available to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Special educational needs and disabilities (25% of children receiving Pupil Premium funding are also on the SEN register.)
2	Low language levels 50% of our pupils were working below their chronological age in Sept 2021 as identified through WELLCOM screening. This can lead to social communication difficulties, and issues with reading and writing
3	Socio-economic disadvantages (69% of our children fall within the lowest 4 bands of the IDACI percentiles.)
4	Social, emotional or mental health difficulties in the family and/or child
5	Our attendance data is 3.5% lower for disadvantaged pupils than for non-disadvantaged pupils which is a similar gap (3.6%) with national. However, last year 28% of disadvantaged pupils were persistently absent, which is negatively impacting disadvantaged pupils' progress.
6	Safeguarding and welfare issues

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
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For children in KS2 to achieve in line with non-disadvantaged peers in reading	Achieve national average attainment scores in KS2 Reading (0)
For children in KS2 to achieve in line with non-disadvantaged peers in writing	Achieve national average attainment scores in KS2 Writing (0)
For children in KS2 to achieve in line with non-disadvantaged peers in Maths	Achieve national average attainment scores in KS2 Maths (0)
For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.	Achieve national average scores in phonics screening
For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.	WellComm scores show that children are scoring 'green' for their age group by the end of Nursery/ Reception
Improve attendance of disadvantaged pupils to good	Attendance of disadvantaged pupils to be 97%
For improve personal development and aspirations for pupils across the school	For disadvantaged pupils throughout the school to be able to indicate 3 careers that they have learned about.

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: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged pupils are being included in whole class teaching, delivered by their class teacher for core and foundation subjects. Teaching assistants allocated to all Year groups to support pupils develop skills.</p>	<p>Highfields</p> <ul style="list-style-type: none"> - <i>Highfields has reduced the amount of time that lower attaining pupils were out of lessons completing differentiated tasks. Although pupils can be out of class for timetabled and targeted interventions, the rest of the time whole class teaching needs to meet the needs of these pupils. This is important for building up pupils' self-esteem and sense of belonging. This inclusive practice needs to continue with teaching assistants supporting whole class teaching</i> - EEF - <i>Ensure all pupils have access to high quality teaching</i> - <i>TAs should not be used as an informal teaching resource for low attaining pupils</i> - <i>Use TAs to help pupils develop independent learning skills and manage their own learning</i> 	<p>1,2,3,4</p>
<p>Small teaching groups (3 classes) in upper KS2 for English provided by DHT</p>	<p>Highfields</p> <ul style="list-style-type: none"> - <i>Our current Y5 cohort have been identified due to the higher percentage of disadvantaged children whose internal data indicates that they are off</i> 	<p>1,2,3</p>

	<p><i>track than cohorts in other year groups</i></p> <p>EEF Toolkit</p> <p><i>Class sizes of less than 20 which permits the teacher to change their teaching approach .When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</i></p>	
High quality EAL training provided to all staff in school	<p>Highfields</p> <p>In recent years an increasing number of children have started at Highfields with a range of different languages. Although the majority of these are EYFS starters, there are some pupils joining throughout the school.</p> <p>The Bell Foundation</p> <ul style="list-style-type: none"> - Learners' proficiency in English is closely linked to academic success 	2

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

Budgeted cost: £ 45, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetable targeted interventions across KS1 and KS2 including;</p> <p>Fresh Start</p> <p>Enable +</p> <p>Dyslexia Gold</p> <p>Other interventions identified at pupil progress meetings</p>	<p>EEF- <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment.</i></p> <p>- <i>Schools should use structured interventions with reliable evidence of effectiveness.</i></p>	1, 2, 3
<p>To provide high quality 'keep up' and 'catch up' support to</p>	<p>Highfields</p> <p><i>Highfields has responded to recent government guidance and</i></p>	1,2,3

<p>EYFS and KS1 pupils in-line with the new phonics scheme</p>	<p><i>purchased a new systematic phonics scheme 'Little Wandle'. Staff received training during the previous academic year and resources have been purchased to support the accurate delivery of the scheme. The scheme requires same day 'keep up' support to be delivered to children who found the whole class session to be challenging (at a different time) and also identifies children half termly for a 'catch up' intervention. Support staff in EYFS and KS1 will be delivering this daily.</i></p> <p>EEF</p> <ul style="list-style-type: none"> - <i>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</i> - <i>EEF Toolkit- High impact for low cost</i> 	
<p>To provide high quality early intervention for children with speech and language needs and ensure that children's language needs are identified and met as early as possible when they begin at Highfields.</p>	<p>Highfields</p> <p>WelComm screening shows that in 2021, 50% of the Reception cohort had language levels below that of their chronological age. An experienced member of support staff with significant training in the area of speech and language will deliver targeted intervention to these pupils throughout the year to improve language levels. High quality training will be sought for additional EYFS staff to ensure that these practices are used throughout interactions with children.</p> <p>EEF- <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment.</i></p> <p>- <i>TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)</i></p>	<p>1,2 ,3</p>

EEF Toolkit- Very high impact for low cost

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

Budgeted cost: £ 38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DHT to work alongside Highfields attendance officer to develop and maintain a whole school culture that promotes the benefits of high attendance</p>	<p>Highfields</p> <p>In 2021- 2022 attendance figures show that 28% of disadvantaged pupils are persistently absent and that the attendance of disadvantaged pupils is lower than their non- disadvantaged peers. The increased internal focus on attendance including regular robust data analysis is intended to improve attendance this academic year.</p> <ul style="list-style-type: none"> - DfE guidance to have member of SLT responsible for overseeing attendance - DfE Working together to improve attendance suggests that 'attendance is everyone's business and should not just be seen as the responsibility of one person in school 	<p>5, 6</p>
<p>To improve personal development and aspirations through providing opportunities</p> <ul style="list-style-type: none"> -careers learning week -whole school community trip -increased number of extra-curricular clubs running 	<p>Highfields</p> <p>A pupil survey conducted in 2021 suggested that a large number of Highfields pupils were unaware of many of the future opportunities and careers that existed. This can be closely linked to socio-economic difficulties faced by many families. Following the recovery from the pandemic, it is important that all children are able to have access to a wide range of experiences to allow them to increase their enjoyment of school life and also to raise their aspirations for the future, this will also be ensured through all children completing an aspiration passport</p>	<p>1,2,3,5</p>

	and taking part in a career based learning week.	
To provide mentoring and pastoral support to ensure early help is provided to remove barriers to learning. Nurture support to be timetabled for children requiring this. Mentor and SEMH LSP 25%	<p>Highfields</p> <p>At Highfields most pupils behave well. However, we do have a number of children who have difficulties with behaviour, often linked to SEND SEMH needs who benefit from nurture provision. We also have an increasing number of parental requests throughout the year for their children to receive pastoral support when they are struggling with well-being</p> <p>SEMh Toolkit</p> <p><i>1 in 10 children have a diagnosable mental health disorder; around 3 children in every classroom (i) 1 in 5 young adults have a diagnosable mental health disorder (ii) Half of all mental health problems manifest by the age of 14, with 75% by age 24 (iii) Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression).</i></p>	4, 5, 6
Financial support for children to enable access to educational visits, residential visits and to support purchase of uniform.	<p>- Sandwell trends show 28% of children in Rowley are living in poverty</p> <p>Highfields</p> <p><i>This money is accessed and spent by parents. Delay in use of 2020-2021 money due to the pandemic but this was spent in the previous academic year.</i></p>	3, 5, 6
Contingency fund- As PP funding can increase or decrease mid-year, a 10% contingency fund was recommended to school by their advisor.	N/A	all

Total budgeted cost: £ 155,100

