

# 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	444
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Garratt
Pupil premium lead	Sian Evans
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,810 (98 x £1345)
Recovery premium funding allocation this academic year	£14,210 (approx)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# 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.*

*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*
- more frequent behaviour difficulties*
- attendance and punctuality issues.*

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

*Despite support offered by the school, the lockdowns of 2020 and 2021 have had a negative impact on many of our pupils. In KS2, the gap between pupil premium and non-pupil premium has widened.*

*In KS2, we are addressing this with a mixture of approaches. We have put a focus on high quality first teaching for all, ensuring that teaching and learning opportunities suit pupils who belong to vulnerable groups. We have also prioritised extra staff to provide smaller class sizes for English in UKS2 and support staff in each year group. There are also 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 focus in KS1 will be on updating quality, proven whole class teaching strategies and ensuring all staff have access to training and resources.*

*A coaching project will run from EYFS to Year 6, providing 1:1 support for disadvantaged pupils targeted to their specific needs.*

## 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 58% of our pupils were working below their chronological age in Sept 2019 (update for this year) 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	Low parental engagement
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	
For children in KS2 to achieve in line with non-disadvantaged peers in reading	Achieve national average progress scores in KS2 Reading (0)	Only attainment scores are available at the moment  62% disadvantaged pupils achieved expected standard (46% GDS)
For children in KS2 to achieve in line with non-	Achieve national average progress scores in KS2 Writing (0)	Only attainment scores are available at the moment

disadvantaged peers in writing		69% disadvantaged pupils achieved expected standard (15% GDS)
For children in KS2 to achieve in line with non-disadvantaged peers in Maths	Achieve national average progress scores in KS2 Maths (0)	Only attainment scores are available at the moment  69% disadvantaged pupils achieved expected standard (31% GDS)
For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.	Achieve national average scores in phonics screening	8/9 pupils (89%) passed phonics screening test
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	15/20 (75%) of disadvantaged pupils in Reception scored Green for their age group by the end of the year
Improve attendance of disadvantaged pupils to good	Attendance of disadvantaged pupils to be 97%	90% (school overall 93%)

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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of Year Commentary
Ensure disadvantaged pupils are being included in whole class teaching, delivered by their class teacher for core and	Highfields - <i>During COVID, Highfields reduced the amount of time that pupils were out of lessons. Although there are fewer restrictions</i>	1,2,3,5	Monitoring throughout the year <ul style="list-style-type: none"> <li>English/Maths book dip</li> <li>SEND Support staff monitoring</li> </ul>

<p>foundation subjects.</p> <p>Teaching assistants allocated to Year groups from Y1-Y6 to provide additional support.</p>	<p><i>i.e. bubbles, this inclusive practice needs to continue</i></p> <ul style="list-style-type: none"> <li>- EEF</li> <li>- <i>Ensure all pupils have access to high quality teaching</i></li> <li>- <i>TAs should not be used as an informal teaching resource for low attaining pupils</i></li> <li>- <i>Use TAs to help pupils develop independent learning skills and manage their own learning</i></li> </ul>		<ul style="list-style-type: none"> <li>. English lesson observations – writing focus</li> <li>. Foundation subject lesson observations (Spr and Sum)</li> <li>. Foundation subject book dip</li> </ul> <p>Monitoring has provided evidence that all pupils are included in whole class teaching and are removed from class by teaching assistants less frequently. This still needs some work to ensure consistency throughout</p>
<p>For all staff in EYFS and KS1 to have phonics training and access to resources for the phonetic teaching of reading</p>	<p>EEF</p> <ul style="list-style-type: none"> <li>- <i>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</i></li> <li>- <i>EEF Toolkit- High impact for low cost</i></li> </ul>	1,2,3,5	<p>Disadvantaged pupils in Y1 attained inline with their non-disadvantaged peers for the phonics screening check.</p> <p>Inline with the government criteria, ML has purchased the 'Little Wandle' phonics scheme. Staff from YN-Y3 have received training on this ready to commence delivering the scheme in September 2022</p>
<p>For all staff in EYFS and KS1 to have kinetic letters training and access to relevant resources to teach the scheme.</p>	<p>Kinetic letters</p> <ul style="list-style-type: none"> <li>- <i>Systematic and energising Whole-School approach</i></li> <li>- <i>High-quality Teaching Programme</i></li> <li>- <i>Why/How format provides shared focus for pupils and teachers</i></li> <li>- <i>Rapid progress motivates teachers and pupils.</i></li> </ul>	1,3,5	<p>Staff have completed training in kinetic letters. This will now move into Y3 next year.</p>
<p>Small teaching groups (3 classes) in upper KS2 for English provided by AHT</p>	<p>Highfields</p> <ul style="list-style-type: none"> <li>- <i>Our current Y6 cohort has been unusual for Highfields due to it's high percentage of children with SEND needs including 5 EHC plans. The small group</i></li> </ul>	1,2,3	<p>Y5 and Y6 small teaching groups for English have been running consistently throughout the year. Disadvantaged pupils in Y6 achieved inline with</p>

	<p><i>English teaching aims to target specific needs, whilst allowing the other class teaching to focus on age related expectations.</i></p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> <li>- <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></li> </ul>		<p>their non-disadvantaged peers. Progress data is not yet available.</p> <p>Monitoring was carried out in the form of English lesson observations during Autumn term along with pupil provision meetings throughout the year.</p>
Introduction of 'spelling shed' rolled out to all pupils	<p>EEF</p> <ul style="list-style-type: none"> <li>- <i>Accurate spelling is a key component of writing fluency and should be explicitly taught rather than simply tested</i></li> </ul>	1,2,3	<p>This is now in operation in Y1-6.</p> <p>It is more successful in KS2, with children competing to earn points.</p>
To pay for curriculum workshops for year groups 1-6	<p><i>National Curriculum workshops to enhance provision and enjoyment of the curriculum.</i></p>	1,2,3,5	<p>National Curriculum (topic) workshops have been held for Y3 (Stone Age and Greeks) and Y4 (Romans and rainforests) Y5 (Vikings).</p> <p>Y5 and Y6 have participated in a workshop linked to the PHSE curriculum.</p> <p>YR had an 'animal' workshop and KS1 had a visit from a theatre company.</p>

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

Budgeted cost: £44,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Midpoint Commentary
<p>Timetable targeted interventions across KS1 and KS2 including;</p> <p>Small group maths support (led by DHT)</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>IPP reviews have been carried out in October, February and May (new cycle)</p> <p>Fresh Start, Enable and dyslexia gold interventions are carried out alongside bespoke interventions as recommended by inclusion support</p>
<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>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>EEF Toolkit- <i>Very high impact for low cost</i></p>	1,2 ,3	<p>Welcomm screening and interventions have been carried out throughout the school year</p> <p>75% of disadvantaged children have now scored green on Welcomm in Reception</p>

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

Budgeted cost: £33,300

Activity	Evidence that supports this approach	Challenge number(s) addressed	Midpoint
<p>To provide mentoring, pastoral support and attendance monitoring/support to ensure early help is provided to remove barriers to learning.</p>	<p>SEMH Toolkit</p> <ul style="list-style-type: none"> <li>- <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</i></li> </ul>	4, 5, 6	<p>This support has been provided during Autumn and Spring terms and will continue during summer term.</p> <p>Attendance is still lower than it was</p>

<p>Nurture support to be timetabled for children requiring this.</p> <p>Mentor and SEMH LSP 25%</p>	<p><i>problems manifest by the age of 14, with 75% by age 24 (iii)</i></p> <p><i>Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression).</i></p>		<p>last year over school.</p> <p>Pupil premium attendance is 90% (from 89.5 at midpoint) with 3.1% unauthorised absence. There are some complicated persistent absentee cases that are being dealt with. Whole school attendance is 93% so still a gap to close</p>
<p>Financial support for children to enable access to educational visits, residential and to support purchase of uniform.</p>	<p><i>- Sandwell trends show 28% of children in Rowley are living in poverty</i></p> <p><i>-Highfields</i></p> <p><i>-This money is accessed and spent by parents. Delay in use of 2020-2021 money but has now been spent.</i></p>	3, 5, 6	<p>A number of trips have run this year across different year groups and have included 2 residential.</p> <p>This money is being accessed by families. Not delayed this year.</p> <p>Currently £5,957 has been spent (84%)</p>
<p>Contingency fund- As PP funding can increase or decrease mid-year, a 10% contingency fund was recommended to school by their advisor.</p>	N/A	all	

**Total budgeted cost: £145,500**



## 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.

In EYFS, Y1 and Y2 pupil premium data is higher than it has been before.

Some of this can be attributed to individual differences which will have a high impact on small cohorts (10,9 and 15 respectively).

It does also indicate that whole class teaching, especially of phonics has a positive impact on attainment.

Key Stage 2:

	Reading	Writing	Maths	Combined
All:	70%	70%	73%	62%
PP:	70%	70%	60%	60%

Of the children that didn't achieve ARE, 2/3 for reading and writing had a SEND and 2/4 for maths had a SEND.

Key Stage 1:

	Reading	Writing	Maths	Combined
All:	67%	58%	71%	
PP:	60%	53%	67%	50%

Of the PP cohort that didn't achieve expected in each area;

In reading 67% (4/6) had a SEND

In writing 50% (4/8) had a SEND

In maths 80% (4/5) had a SEND

Phonics

78% of PP children achieved expected

7/9 children.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*