

Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Highfields Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	122/401
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24- 2024/26
Date this statement was published	October 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs S Garratt
Pupil premium lead	Mrs S Evans
Governor / Trustee lead	Mr C Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,830
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£ 184 830

Part A: Pupil Premium Strategy plan

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
2023/24	5	13	12	10	18	18	14
2024/25	-	5	13	12	10	18	18
2025/26	-	7	12	14	23	17	27

Statement of intent

The ultimate objective of Highfields 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 specific objective of the 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. The table above indicates the number of children who attract the pupil premium funding in each year group and how this could change over the 3 years covered by the plan. This enables stakeholders to identify cohorts needing extra support and which year groups they will be in during the 3 years covered.

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*
- underdeveloped language and communication skills*
- attendance and punctuality issues.*
- Well-being or SEMH issues.*

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

In KS2, the gap between pupil premium and non-pupil premium closed in 2022 and this was maintained in 2023. In KS1, there is currently no gap in reading or writing, with a small (8%) gap in mathematics. There is also no gap with the Y1 phonics screening. However, internal data suggests that there is still a gap with certain 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 maintain some 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 AHT 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. The DHT and English lead will be providing support for the newly introduced reading part of the scheme.

At Highfields, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident over recent years where more children and parents are reporting difficulties relating to SEMH (social, emotional and mental health). While all staff have had training in approaches to support pupils, the strategy includes tailored support and interventions in this area alongside the school's universal approach.

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.

The lockdowns of 2020 and 2021 have had a negative impact on some of our pupils, (now in KS2) which was heightened due to their socio-economic disadvantage. Consideration has been given to the continued impact of this when writing the plan.

Challenges

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

Challenge number	Detail of challenge
1	Well-being or Social, emotional or mental health (SEMH) difficulties
2	Special educational needs and disabilities (34% of children receiving Pupil Premium funding are also on the SEN register.)
3	Low language levels.

	46% of our pupils were working below their chronological age in Sept 2022 as identified through WELLCOM screening. This trend is similar every year and can lead to social communication difficulties, and issues with reading and writing
4	Socio-economic disadvantages (bottom 40% of the IDACI index with 18% of children living in deprivation).
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 only 22% of disadvantaged pupils had attendance of 97% or above. 9% were persistently absent, This is negatively impacting disadvantaged pupils' progress.

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 and writing	Achieve national average attainment and progress scores in KS2 Reading (0) and KS2 writing (0) in 2023/2024 39% 2024/25 67% 2025/26
For children in KS2 to achieve in line with non-disadvantaged peers in Maths	Achieve national average attainment and progress scores in KS2 Maths (0) 2023/24 39% 2024/25 67% 2025/26
For children in KS1 to achieve in- line with their non-disadvantaged peers	Achieve national average attainment scores in optional KS1 SATs 2023/24 R-61% W- 57% M- 70% 2024/25 R-62% W-54% M- 69% 2025/26
For disadvantaged pupils in Year 1 to continue to achieve in line with their peers nationally.	Achieve national average scores in phonics screening 2023/24 -71% 2024/25- 92% 2025/26
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 Reception

	2023/24- 57% 2024/25- 29% 2025/26
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 discuss their year group 'aspirations passport'.

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: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small teaching groups (3 classes) in KS2	<p>Highfields</p> <ul style="list-style-type: none"> - <i>We will identify annually the cohort which will most benefit from this. Our current Y6 cohort have been identified for the 2023/24 academic year due to the higher percentage of disadvantaged children whose internal data indicates that they are off track than cohorts in other year groups (cohort group to be reviewed annually). There is a high proportion of disadvantaged children with SEND in this year group who will benefit from specific teaching strategies.</i> <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</i></p>	1,2,3

	<i>addition to improvements on behaviour and attitudes.</i>	
Introduce and embed 3 x weekly reading element to Little Wandle scheme.	<p>Highfields</p> <p>Highfields responded to government guidance relating to systematic phonics and purchased the scheme 'Little Wandle'. In 2023/24 all KS1 cohorts are now at the appropriate place in the scheme. In 2023/24 the DHT will work in Y1 to deliver the reading part of the scheme. This will then be embedded in future years.</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> 	
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>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> <p>EEF</p> <ul style="list-style-type: none"> - <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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabled targeted interventions across KS1 and KS2 including;</p> <p>Fresh Start</p> <p>Enable +</p> <p>Dyslexia Gold</p> <p>Little Wandle</p> <p>Other interventions identified at pupil progress meetings</p>	<p>Highfields</p> <p>Reading interventions run successfully at Highfields, including Little Wandle in KS1 which enabled on Y2 resit data to be 93% in 2023. Continuing these interventions will be a priority for support staff timetabling. A suitable maths intervention will be researched and purchased in 2023/ 24 with relevant staff receiving training for this to be delivered in 24/25 and onwards.</p> <p><i>EEF- 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 EYFS and KS1 pupils in-line with the new phonics scheme</p>	<p>Highfields</p> <p><i>Highfields responded to government guidance relating to systematic phonics and purchased the scheme 'Little Wandle'. In 2023/24 all KS1 cohorts are now at the appropriate place in 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 continue to deliver this daily.</i></p>	1,2,3

	<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 2022, 46% of the Reception cohort had language levels below that of their chronological age. Due to recent changes in good practise guidance, assessments will now be carried out by class teachers alongside baselining, however 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.</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><i>EEF Toolkit- Very high impact for low cost</i></p>	1,2 ,3

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide SEMH support for children presenting with a range of well-being</p>	<p>Highfields</p> <p>Over recent years, more children and parents have requested or show need for additional support in regarding to SEMH.</p>	4, 5,

<p>and mental health issues</p>	<p>In 2022/23 more support staff started to receive training on specific interventions to target SEMH. This was with the aim to improve the consistency in delivery of these interventions.</p> <p>This training needs to continue onto 2023/24, with new interventions being rolled out after training.</p> <p>A room within school has been repurposed to be used for this and resources to make a sensory room will need to be purchased.</p> <p>One member of support staff will work within this space every afternoon to aid consistent delivery</p> <p>EVIDENCE</p>	
<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>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 only 22% of disadvantaged pupils had attendance of 97% or above. 9% were persistently absent, This is negatively impacting disadvantaged pupils' progress. 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>To improve personal development and aspirations through providing opportunities</p>	<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</p>	<p>1,2,3,5</p>

<p>-careers learning week -whole school community trip -Aspirations passports</p>	<p>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 and taking part in a career based learning week.</p>	
<p>To provide mentoring and pastoral support to ensure early help is provided to remove barriers to learning. Mentor 25%</p>	<p>Highfields 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 <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>	<p>4, 5,</p>
<p>Financial support for children to enable access to educational visits, residential visits and to support purchase of uniform.</p>	<p>- <i>Sandwell trends show 28% of children in Rowley are living in poverty</i> Highfields <i>This money is accessed and spent by parents.</i></p>	<p>3, 5,</p>
<p>Contingency fund- As PP funding can increase or decrease mid-year, a 10% contingency fund was</p>	<p>N/A</p>	<p>all</p>

recommended to school by their advisor.		
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Total budgeted cost: £ 184,830 (£25,626 contingency)