

Highfield Community Primary School Pupil Premium Three Year Strategy



2023 - 2026

HIGHFIELD COMMUNITY PRIMARY SCHOOL

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.



The premium is awarded by means of a specific grant based on school census figures for pupils eligible for Free School Meals in Nursery to Year 6, or for children who are previously or currently looked after or who have a parents serving in the armed forces.

At Highfield, the targeted and strategic use of pupil premium is based upon the following principles:

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils and is high quality.
- We ensure that any disadvantages or gaps in attainment are identified and addressed at the earliest stages of learning.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate Pupil Premium Funding to support any pupil or groups of pupils the school legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes groups or individuals.
- Pupil premium spending will be based on a long term strategy linked annually to the school development plan.
- Parents will be consulted regularly on the use of the school pupil premium and given the opportunity to contribute ideas to the way it is spent to meet their own child's needs.

Accountability

The Headteacher and leadership team will **regularly and rigorously monitor**, evaluate and review the strategies we have put into place for pupil premium and **report to the governing body** on its progress and impact. A nominated governor will also meet termly with the Headteacher to challenge the use of the monies and champion best practice for the school.

Provision

The school has looked carefully at the barriers to learning for our pupils as well as outcomes from national research in to the effective use of pupil premium spending and have decided to use the following intervention strategies:



- Providing **small group work** for pupils entitled to funding with an experienced teacher or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.
- **One to one support** for pupils entitled to funding to help them make accelerated progress and raise attainment.
- **Additional teaching and learning opportunities** both within and outside the classroom **supported by teachers and teaching assistants** to raise attainment and promote lifelong learning skills to ensure future economic well-being.
- **Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.
- Acquiring **effective materials for pupils and training for staff** to narrow the gap in reading, writing and maths.
- **Regular after school and holiday provision** for children to receive support with home learning / additional learning from a teacher or teaching assistant.
- Pupil premium resources will also be aimed at **helping children to achieve above age related expectations at KS1 and Key Stage 2.**
- Working with the cluster of **Blacon Schools to provide challenge** through cross school and peer to peer support.
- **Regular and effective professional development for all our staff** (teachers and teaching assistants) to ensure pupils receive consistent, high quality teaching and learning experiences.

All our work will be aimed towards ensuring children ‘at risk’ of not meeting national expectations attain at least in line for their age through accelerated progress from successful interventions and support. Our able and most able pupils will also be targeted to ensure they excel in their attainment.

We believe that there are no limits on success.

What does this look like in Highfield School?

Here is a sample of some of the activities and daily practice that have taken place to support disadvantaged pupils:

- Passion for Learning Clubs – targeting reading and building successful relationships.
- Free provision of CGP Home Learning Study Books for English and Maths for all pupils entitled to the premium.
- Regular small group and one to one sessions with our Learning Mentor – Mrs Hynes.
- Lunch Time and After School Clubs supervised by our Teachers or Teaching Assistants providing access to online learning, Reading, Maths and supporting home learning.
- Additional Teaching Assistants and Learning Support Teachers working daily in Early Years to close the gaps in learning from the outset.
- Additional Teachers working specifically with children in receipt of pupil premium in Key Stage One and Key Stage Two.
- Small group and one to one tuition after school to help children meet and exceed attainment targets.
- Commissioned speech and language therapy in addition to the Local Authorities provision for Key Stage One and Key Stage Two pupils.
- Friday Enrichment after school club with one to one ratio of adults to pupils.
- Subsidised activities, residentials and reward trips e.g. additional swimming lessons, visits to sports events, theatre/cinema/boat trips.



The school is also committed to the important role that high quality training (using recognised and renowned providers) for all staff plays. Using the main school budget, Highfield has invested in many projects including: Edge Hill University Reading and Maths Interventions; Rebecca Bell (Language and Drama Educational Consultant); Literacy Counts Ready Steady Phonics; My Happy Mind online learning programmes; engagement with the English, Computing, EAL (English as an Additional Language) and Maths Hubs, and the Primary Science Quality Mark and the retention of our Dyslexia Friendly School Status. Highfield is currently working with the Aspirer Teaching Alliance on the merits of utilising metacognitive strategies in teaching.

How do we make sure everyone who needs support or is entitled to support gets it?

Every class teacher is responsible for ensuring that any child who attracts pupil premium is given the support they need to meet and exceed their attainment targets. Progress is measured against school and national standards and each term a data and target setting meeting is held with the Headteacher, class teacher and Senior Leadership Team to monitor progress and make any necessary changes. Children in each class who are included in the Pupil Premium measure are tracked separately from their peers. Parents contribute to the review through the termly Pupil

Learning Reviews which has a point for discussion specifically for parents whose children are entitled to the premium.

The monitoring programme for Learning and Teaching also includes specific observations and book scrutiny of children who receive pupil premium. Admin staff and the school Bursar regularly look at spending and update pupil lists; supporting parents to register for Free School Meals as soon as they are eligible.

Supporting children entitled to pupil premium is everyone's responsibility.



NB – The images used in this report are not linked directly to pupils who are entitled to the Pupil Premium

What are the barriers to learning and future attainment?

At Highfield, we recognise that children need support to overcome barriers that may be hindering them from making the most of their learning. Barriers that exist for our pupils are:

- School readiness on entry to Nursery or Reception (including social skills and self-care);
- Communication and Language delay;
- Effective Working Memory;
- Ensuring that parents uphold high expectations for academic achievement and understand how to support this at every stage of learning;
- Committing to and understanding the importance of regular school attendance for a small number of families

A Summary of Evidence

What does research tells us about the effective use of Pupil Premium nationally?

Successful schools shared many characteristics, they included:

- Specifically targeting the funding and not confusing eligibility and underachievement.
- Using research that measures outcomes against value for money
- Understanding the importance of day to day quality first teaching and not relying on interventions to mop up hidden children
- Using the best teachers to deliver additional support, particularly in English and Maths
- Rigorously using data to help identify the next steps and monitor success
- Offering high quality training to staff

- Class teachers taking responsibility for monitoring pupil premium
- Clear policy and practice
- Well targeted support linking up behaviour, attendance and links with families to remove barriers to learning
- Pupil Premium featuring in staff appraisal targets
- Well informed Governors who contribute to monitoring and the decision making process.
Information taken from 'The Pupil Premium: How schools are spending the funding successfully to maximize achievement'

HIGHFIELD COMMUNITY PRIMARY SCHOOL

SUMMARY OF PUPIL PREMIUM 2023-2024

1. SUMMARY INFORMATION

Total Budget 2022-2023		£86 920			
Total Number of Pupils	231	Number of Pupils eligible for PP	61		

2. ATTAINMENT JULY 2023

Cohort of 32 pupils, 10 pupils with special educational needs (including 1 EHCP). 4 pupils have English as an additional language. 20 boys and 12 girls. 14 pupils are entitled to pupil premium funding.	Pupils eligible for PP	Pupils not eligible for PP	National Attainment Pupil Premium
% achieving the expected standard or above in Reading, Writing and Maths	29	50	60 (All pupils nationally)
Progress Score for Reading	0.05	-2.76	0.43
Progress Score for Writing	-2.45	-2.20	0.36
Progress Score for Maths	-0.73	-2.20	0.51

3. BARRIERS TO FUTURE ATTAINMENT (for pupils entitled to PP, including most able pupils)

In School barriers (issues to be addressed in school)

School Readiness on entry to Nursery and Reception (including social skills and self-care)

Communication and Language delay in younger pupils compared with 'other pupils'

Effective Working Memory Strategies for older pupils compared with 'other pupils'

External Barriers (issues which also require action)

Attendance rates fall over the course of the year for PP pupils in the majority of classes

Enrichment activities and additional learning opportunities are not always regularly accessed due to financial constraints at home.

4. DESIRED OUTCOMES

Families with pupils in receipt of pupil premium will have a clear understanding of how to support their child's learning.

Improved communication and language skills for PP pupils in Nursery and Reception compared to 'on entry' assessments.

A reduction in broken weeks and unauthorised absence will lead to PP attendance figures at least in line with Highfield non PP.

All classes will demonstrate effective teaching and learning strategies that support effective working memory techniques for vulnerable pupils.

Pupils in receipt of pupil premium will demonstrate end of Key Stage 2 Achievements broadly in line with the National 'Other' measure.

5. PROPOSED EXPENDITURE

Academic Year		2023-2024						
Quality of Teaching for All								
Barrier to Learning	Year Group	Lead	Desired Outcome	Actions	Costs £	RAG	EEF Rating	
Early Language and Communication Delay	EYFS	LV	Children targeted to receive additional support will exit the foundation phase of learning meeting the 'Good Level of Development' milestone or strong progress where a special educational need is identified.	<ul style="list-style-type: none"> Additional teaching assistant in Reception Class to provide three small groups for phonics. Teaching Assistant small group work and assessment for language and communication programmes, LOLA, ELSA, Wellcom Assessment Materials. 	20,280			
Impact								
Communication and Language Delay	KS1& Y3	JS	Children receiving additional learning support will demonstrate accelerated academic progress and an ability to work independently and resiliently in class.	<ul style="list-style-type: none"> J. Staub, Learning Support Teacher, to identify and regularly teach pupils both within and outside of the class environment, promoting successful strategies to improve reading and phonics in to writing (Autumn Term). Speech and Language Therapy (CWAC Traded service) buy back for additional hours and staff training. Provide additional access arrangements for all pupils across the school when completing in house formal assessments. 	7,266			
	KS1 & KS2	VW	Children to receive additional Speech and Language Therapy beyond the local authority entitlement. Pupils will have equitable access to examination papers in order to demonstrate their understanding.		4,108.48			
Impact								
Effective Working Memory Strategies	EYFS– Y6	VW	Children will have a range of strategies to help	<ul style="list-style-type: none"> V Wall's increased SENCo hours to full time to remain. Utilise the 	11, 967			

			commit new learning to long term memory. Children will be able to recall and follow instructions more easily.	<p>additional time to carry out small group work activities directly related to improving working memory and addressing the attainment gap for vulnerable/disadvantaged pupils.</p> <ul style="list-style-type: none"> Carole Hynes, Learning Mentor, to teach pupils with anxiety effective techniques to support a mindset 'ready to learn', e.g. HeartMath, Happy Breathing. 	4,828		
Impact:							
Enrichment and Additional Learning Opportunities	Whole School	ND	Pupils will receive additional support with academic and enrichment activities that will improve overall achievement and ability to access learning.	<ul style="list-style-type: none"> Small group tuition to be carried out for pupils identified as 'at risk' of underachievement (Y2 and Y6 prioritised), including those capable of achieving 'Greater Depth'. C. Hynes, Learning Mentor, to select pupils to attend enrichment activities across the academic year to support wider learning and real life experiences. Family Learning Workshops and Narrative Immersion Sessions/Inspire Days each term with a focus on a different area of learning. Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils Family Counselling Service – Platform for Life 	5,478		
					3,000		
					750		
					2,500		
					3,000		

				<ul style="list-style-type: none"> Subsidised school trips and residentials to allow more opportunities for learning outside of the classroom 	15,000		
Regular Attendance	Whole School	CH	All classes will demonstrate strong and regular attendance at school. 'Broken Weeks' and 'Persistent absences' will reduce term on term.	<ul style="list-style-type: none"> C. Hynes, Learning Mentor and Claire Fletcher, Admin Assistant, to continue to work with Education Welfare Management, to support swift identification, support and challenge for families where attendance at school is below 97%. Provision of prizes and small rewards half termly linked to high or improved attendance. N Dowling and Carole Hynes to meet with families termly to support and challenge poor attendance 	5,000 2,000 500		
Impact							
Total Cost for 2023-2024					£113,223.48		

Many more initiatives are directly supporting the achievements of pupils entitled to funding through the Pupil Premium Grant which the school fund year on year from its main school budget.

6. EVALUATION OF EXPENDITURE							
Academic Year		2022-2023					
Quality of Teaching for All							
Barrier to Learning	Year Group	Lead	Desired Outcome	Actions	Costs £	RAG	EEF Rating
Early Language and Communication Delay	EYFS	LV	Children identified to receive additional support will exit the foundation phase of learning meeting the 'Good Level of Development' milestone.	<ul style="list-style-type: none"> Additional teaching assistant in Reception Class to provide three small groups for phonics. Teaching Assistant small group work and assessment for language and communication 	20,280		

				programmes, LOLA, ELSA, Wellcom Assessment Materials.			
<p>Impact 14% of pupils in receipt of the Pupil Premium were assessed as working at the expected standard across all 17 areas of assessment on entry to Reception class. No pupils were working above. At the end of the year, this figure rose to 86% of pupils.</p>							
Communication and Language Delay	KS1& Y3	JS	Children receiving additional learning support will demonstrate accelerated academic progress and an ability to work independently and resiliently in class.	<ul style="list-style-type: none"> J. Staub, Learning Support Teacher, to identify and regularly teach pupils both within and outside of the class environment, promoting successful strategies to improve reading and phonics in to writing. 	21,800		
	KS1 & KS2	VW	Children to receive additional Speech and Language Therapy beyond the local authority entitlement	<ul style="list-style-type: none"> Speech and Language Therapy (CWAC Traded service) buy back for additional hours and staff training. 	2,000		
<p>Impact Due to the demand and lack of capacity the Local Authority were unable to offer an enhanced package of SALT to schools. The small group and one to one work was delivered consistently by Jenny Staub allowing 63% of Disadvantaged pupils (5 out of 8 pupils) in Year One to reach the pass mark for the phonics screening check with an average pass mark of 29 out of 40. This is compared with 18 out of 21 pupils (86%) of non-disadvantaged pupils (average score 36). In terms of pupil number these figures are equal in that just three pupils in each data set did not meet the expected standard. In the Year Two re-check, one out of the two eligible pupils passed the screening with a score of 38.</p> <p>KS1 results for disadvantaged pupils (8 pupils) are as follows: Reading 43% Expected Standard (EXS), Writing 43% (EXS) and Maths 43% (EXS). The combined score of 43% is lower than non-disadvantaged pupils at 75%. In real terms, this is a difference of 2.5 pupils.</p> <p>Internal end of year assessments for Y3 show disadvantaged pupils working broadly in line with non-disadvantaged pupils for Reading and Writing when the percentages are compared: Reading 67% PP and 72% NPP; Writing 67% versus 68% NPP. 50% of PP children are working at the expected standard for Maths compared with 72% NPP. In real terms, 4 out of 6 pupils met the expected standards for reading and writing and 3 out of 6 pupils for Maths.</p>							
Effective Working Memory Strategies	EYFS– Y6	VW	Children will have a range of strategies to help commit new learning to long term memory. Children will be able to recall and follow instructions more easily.	<ul style="list-style-type: none"> V Wall to increase her SENCo hours to full time. Utilise the additional time to carry out small group work activities directly related to improving working memory and addressing the attainment gap for vulnerable/disadvantaged pupils. 	11, 967		

				<ul style="list-style-type: none"> Carole Hynes, Learning Mentor, to teach pupils with anxiety effective techniques to support a mindset 'ready to learn', e.g. HeartMath, Happy Breathing N Dowling and V Wall to complete Metacognition and Self Regulation Training with the Aspirer Alliance 	4,828	0		
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Impact:
The increased hours for the school SENCo has afforded pupils in receipt of PP additional funding and adult support through direct work with the SENCo. The school has established a lunchtime club focusing on wellbeing and mental health which is well attended each week and has allowed pupils to be signposted to other services across the school. Examples of direct case work include:

N Dowling and V Wall completed the metacognition training, disseminating the progress being made on the training to teaching and support staff. This now forms part of the school development plan for 2023-24. Teaching staff and support staff have applied self-regulation and metacognition strategies to their teaching in the Summer Term of 2023 with positive pupil voice outcomes and improvements in positive behaviours for learning for targeted pupils, particularly those in Early Years. Children are already able to talk about their emotions more and have a broader range of strategies to keep them engaged in the learning.

Enrichment and Additional Learning Opportunities	Whole School	ND	Pupils will receive additional support with academic and enrichment activities that will improve overall achievement and ability to access learning.	<ul style="list-style-type: none"> Small group tuition to be carried out for pupils identified as 'at risk' of underachievement, including those capable of achieving 'Greater Depth'. C. Hynes, Learning Mentor, to select pupils to attend enrichment activities across the academic year to support wider learning and real life experiences. Family Learning Workshops and Narrative Immersion Sessions/Inspire Days each term with a focus on a different area of learning. Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils 	5,000	3,000	750		
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				<ul style="list-style-type: none"> • Family Counselling Service – Platform for Life • Subsidised school trips and residentials to allow more opportunities for learning outside of the classroom 	2,500 3,000 15,000		
Regular Attendance	Whole School	CH	All classes will demonstrate strong and regular attendance at school. 'Broken Weeks' and 'Persistent absences' will reduce term on term.	<ul style="list-style-type: none"> • C. Hynes, Learning Mentor and Claire Fletcher, Admin Assistant, to work with Education Welfare Management, to support swift identification, support and challenge for families where attendance at school is below 97%. • Provision of prizes and small rewards half termly linked to high or improved attendance. • N Dowling and Carole Hynes to meet with families termly to support and challenge poor attendance 	5,000 2,000 500		