



# Highfields Primary School Pupil Premium Strategy Statement 2023-24

Highfields Primary School is a diverse inclusive school dedicated to ensuring the best possible education for every child.

Our commitment is to aspire all children to achieve the best they can whilst equipping them with the necessary tools for success.

This includes ensuring the appropriate provision for children who belong to vulnerable groups as well as those who may be socially disadvantaged.

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  | 365                       |
| Proportion (%) of Pupil Premium eligible pupils                   | 22.3%                     |
| Academic year that our current pupil premium strategy plan covers | 2023-24                   |
| Date this statement was published                                 | December 2023             |
| Date on which it will be reviewed                                 | December 2024             |
| Statement authorised by   | Governing body            |
| Pupil premium lead  | Sumaira George            |
| Governor  | Sumaira George            |

## Funding Overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £110 580 |
| Recovery premium funding allocation this academic year  | £11 020  |
| Pupil premium funding carried forward from previous years   | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this | £121 600 |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

#### **Main objective for disadvantaged pupils**

Attainment gap in-line with national expectations between disadvantaged and non-disadvantaged children in their attainment across the curriculum

#### **Key principles of strategy plan:**

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

**High expectations:** Providing a culture of high expectations across all stakeholders in the school, including parents. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium children are closely monitored and discussed in detail during pupil progress meetings.

**Early Intervention:** We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. We appropriately select and implement intervention immediately after we identify even a small disadvantage in learning or personal development.

**High Quality Teaching and Learning:** To ensure high standards of pupil attainment high quality teaching and learning is required. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities, in school and within the Trust, to reinforce this.

Strategy plan for all disadvantaged children:

- Provide equal access to enrichment activities and resources
- Provide challenge sessions to accelerate progress and stretch disadvantaged children beyond their working standard.
- Provide support for their mental health and wellbeing and personal development
- Ensure they have access to the basic need requirements to ensure they are healthy and safe.
- Maintain communication with families to ensure support in home learning and attendance and punctuality

## Challenges

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

| Challenge Number | Detail of challenge  |
|------------------|--|
| 1                | Provide a wide range of opportunities for children to develop their Cultural Capital   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.                   |
| 3                | Reading fluency and therefore achievement for disadvantaged pupils is lower than that on non-disadvantaged peers   |
| 4                | Assessments and moderation have identified that writing attainment has the potential of being below national standards and that, to an extent, disadvantaged pupils have been impacted by partial school closure the greatest. |
| 5                | Parental engagement in education for some disadvantaged pupils impacts negatively on the children's attainment at school   |

## 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   |
|--|--|
| All disadvantaged children have access to high quality enrichment activities and attend educational visits | Children have access to a wide range of opportunities consisting of local, educational visits, external visitors and activities involving sports and the arts  |
| Improved reading and phonics outcomes among disadvantaged pupils.  | End of KS1 phonics outcomes in 2023/24 show that at disadvantaged pupils is no larger than 5% in phonics at year 2 and the end of KS1  |
| Improved writing outcomes among disadvantaged pupils across the school.                                    | <p>In EYFS, opportunities for developing writing within guided teaching and continuous provision will be well resourced to engage pupils and effectively planned so that children make progress and are KS1 ready.</p> <p>There will be a consistent approach to teaching writing in Key1 and Stage 2 through Literary Tree with a focus on grammar, revising, editing, redrafting and publishing.</p> <p>All pupils will make progress in writing from the relative starting points, with Key Stage 2 making progress towards national standards.</p> |

|   |   |
|---|---|
| Reduce the attainment gap between Disadvantaged pupils with their non-disadvantaged peers in Reading                            | The attainment gap between disadvantaged and non-disadvantaged pupils is no larger than 5% in Reading at the end of KS2   |
| The mental wellbeing of disadvantaged pupils has significantly improved and is not impacting on the academic progress of pupils | <p>Pupil voice shows that children have a positive mindset about school and education</p> <p>All disadvantaged children actively participate in lessons and take pride in their work</p> <p>Positive mental wellbeing of disadvantaged pupils means that they know more and remember more across the curriculum</p> |

### 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

Budgeted cost: **£46 600**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional resources and training to effectively lead the ALS phonics programme in a further enhance way | EEF identifies that phonics intervention has +5 months impact   | 2, 3                          |
| Whole-school training on specific issues affecting disadvantaged children                                | Learning about the impact that poverty has on the children's ability to learn in specific ways and the long-term effect poverty has on children's attainment. | 1 - 5                         |

#### Targeted academic support

Budgeted cost: **£15 000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1-1 and small group academic tuition, including the recruitment of tutor(s) | 1-1 tuition can have +5 months impact on progress (EEF)  | 2 - 4                         |
| Enhanced intervention targeted at disadvantaged pupils in and out of class  | <p>Small group tuition can lead to +4 months impact (EEF)</p> <p>TA interventions can lead to +4 months impact (EEF)</p>                             | 2 - 4                         |
| Additional phonics sessions targeted at disadvantaged pupils                | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics | 2                             |

|                                      |   |  |
|--------------------------------------|---|--|
| who require further phonics support. | interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: |  |
|--------------------------------------|---|--|

## Wider strategies

Budgeted cost: **£60 000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Arts participation</b><br/>Pupils have access to teaching strategies which explicitly include arts elements, such as art and music pedagogy.</p> <p>Some components of arts education approaches might include:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of creative skills and techniques.</li> <li>• Opportunities for pupils to practice, reflect on their strengths and identify areas for improvement.</li> <li>• Access to materials, equipment, extra-curricular activities and cultural experiences.</li> </ul> | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> | 1, 3 - 5                      |
| <p><b>Enrichment Activities</b><br/>Building capital and equity of access to wider school experiences through subsidising:</p> <ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• School events</li> <li>• After-school clubs</li> </ul>  | <p>Clubs for KS1 can have +2 months impact (EEF).</p> <p>Physical activity clubs can have +1 months impact (EEF).</p> <p>Creative activities can have a +3 months impact.</p>   | 1, 5                          |
| <p><b>Wellbeing</b><br/>Specific wellbeing and therapeutic support for disadvantaged children and families from the Family Support Worker</p>   | <p>This will increase parental engagement, which has +4 months impact, identified by EEF</p>  | 3 - 5                         |
| <p><b>Educational Visits</b><br/>Funding of school visits and enrichment activities</p>   | <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p>                    | 1                             |

|  |   |             |
|--|---|-------------|
| <p><b>Uniform</b><br/>Ensure children are ready for school</p> | <p>Ensure that children have the correct uniform to equip them for the day ahead. School to provide school jumper or cardigan and a PE top.</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> | <p>1, 5</p> |
|--|---|-------------|

**Total budgeted cost: £120 000**

## 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 2022 to 2023 academic year.

| Intended outcomes 2022-2023   | Review of outcome  |
|---|--|
| <p><b>Quality first teaching for all</b></p> <ol style="list-style-type: none"> <li>1. Purchase of standardised math's diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</li> <li>2. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</li> <li>3. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</li> <li>4. CPD - Coaching and mentoring within Year 1 &amp; Foundations Stage</li> </ol> | <ol style="list-style-type: none"> <li>1. <i>Some training carried out by maths lead supported targets, interventions and assessments resulting in children in-line with national expectations at the end of KS1 &amp; KS2 for maths.</i></li> <li>2. <i>Maths at end of KS1 &amp; KS2 in line with national expectations</i></li> <li>3. <i>Training carried out by math lead to incorporate math hub recourses into current planning and delivery.</i></li> <li>4. <i>Coaching and mentoring carried out by deputy headteachers with Year 1 (phonics) and Foundation Stage staff resulting in children reaching/surpassing national expectations in GLD and phonics</i></li> </ol> |

|   |   |
|---|---|
| <p><b>Targeted support</b></p> <ol style="list-style-type: none"> <li>1:1 mentoring</li> <li>Targeted interventions</li> <li>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</li> </ol>   | <ol style="list-style-type: none"> <li>2x external teachers were recruited to support children in Year 2 &amp; Year 6 who required further support through 1:1 and intervention.</li> <li>Disadvantaged children outperformed non disadvantaged children in Year 1 phonics</li> <li><b>100.0%</b> of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics</li> <li><b>75.0%</b> of Year 2 Disadvantaged cohort achieved the expected standard in Phonics</li> </ol>        |
| <p><b>To develop pupil's language and life experiences through enrichment opportunities</b></p> <p>A minimum of 3 visits to take place per year to include 1x local, 1x regional and, where possible, 1x national</p> <p>Promoting after school clubs to enhance the curriculum and personal development of the child.</p>  | <p><i>In the summer term, all children had the opportunity to experience at least three different trips/visits across the year</i></p>  |
| <p><b>Context Days</b></p> <ol style="list-style-type: none"> <li>These days include fun, and exciting events including visitors attending the school to promote the theme and share their experiences. Promotes engagement in the curriculum.</li> </ol>   | <ol style="list-style-type: none"> <li><i>External visitors linked to curriculum context, sports and the arts attended school to support the curriculum, sports and the arts</i></li> </ol>   |
| <p><b>Uniform</b></p> <ol style="list-style-type: none"> <li>School allocates funds to provide school uniform, PE kit and book bags when required to enable pupils to participate fully in curriculum and extra curriculum opportunities.</li> <li>Provide PE tee shirt in the school's house colours</li> <li>Reading books for attendance prizes in order build up reading material in the home.</li> <li>50% reduction in swimming cost for Pupil Premium children?</li> </ol> | <ol style="list-style-type: none"> <li><i>Not all disadvantaged families took up the school uniform offer. We will now track each family and gather their views on why they did not take up the offer</i></li> <li><i>First PE tee shirt provided free or free if outgrown</i></li> <li><i>Reading books linked to weekly awards which are presented during Friday whole school assembly</i></li> <li><i>All disadvantaged children in receipt of the 50% reduction for swimming</i></li> </ol> |

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme               | Provider        |
|-------------------------|-----------------|
| ALS (Phonics programme) | Ann Smallberger |
|                         |                 |

### Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details        |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |

### Further information (optional)

The pupil premium children are closely monitored by SLT and followed up on in pupil progress meetings to ensure their progress and attainment is steady and discuss strategies to close the gap between the pupil premium and none Pupil Premium children.