



# Highfields Primary School Pupil Premium Strategy Statement 2021-22

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.

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 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	324
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	
Date this statement was published	7.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing body
Pupil premium lead	Sumaira George
Governor	Sumaira George

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,150
Recovery premium funding allocation this academic year	£ 10,150
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	£ 104,300

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

#### Main objective for disadvantaged pupils

Attainment gap at least equal to 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 family 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	Parental engagement
2	Attendance
3	Access to digital technology

## 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
<i>All disadvantaged children make equally rapid progress from baseline assessments on to the end of year assessments.</i>	Gaps rates of progress in-line between disadvantaged and non-disadvantaged children
<i>Disadvantaged children access digital technology to enable school and home learning</i>	All children have access to a digital device to support home learning and school staff support them in using the digital platform.
<i>Through effective staff deployment, staff CPD and targeted interventions, the attainment gap between disadvantaged and non-disadvantaged is at least national average</i>	Children achieve national benchmarks for disadvantaged children in EYFS, Y1, Y2 & Y6 in <ul style="list-style-type: none"><li>- Phonics Screening</li><li>- Reading, Writing, Maths,</li><li>- Multiplication Tables Checks</li><li>- Grammar Punctuation and Spelling</li></ul>

## 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: **£33 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff recruitment	Ensuring we have enough staff across the school to have responsibility/accountability for the various areas in the school where interventions have identified.	1, 2
Quality first Teaching and classroom learning resources	Continue subscription to online learning resources for access at home, updating and replenishing the resources, including digital resources to enable high quality teaching and learning	1, 2, 3
CPD	Relevant training in areas to support the challenges to ensure that we continue to develop the Quality first teaching and interventions and forge positive relationships with parents to promoting attendance, mental health and wellbeing and usage of digital technology for home learning.	1, 2, 3

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

Budgeted cost: **£ 11 300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 mentoring	Providing 1:1 tutoring to targeted children in Y6 to aid them in meeting the end of year target	1,2
Targeted interventions	From pupil progress meetings have identified Targeted additional sessions throughout the school for specific groups and individual children for weekly support to aid progress and attainment to be carried out by intervention lead	1,2
Phonics (inc. sight words)	Targeted interventions for children in need of additional support to	1,2

	include Early words, colourful semantics, fun time	
<i>Guided reading</i>	Targeted additional sessions of group/1:1 support throughout the school week to support progress and attainment.	1,2

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

Budgeted cost: **£60 000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Context Days</i>	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.	1,2
<i>Enrichment Activities</i>	Promoting after school clubs to enhance the curriculum and personal development of the child.	1,2,3
<i>Educational Visits</i>	A minimum of 3 visits to take place per year to include 1x local, 1x regional and, where possible, 1x national	1,2
<i>Uniform</i>	All disadvantaged children have access to a free school jumper/fleece	1,2,3

**Total budgeted cost: £104 300**

**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.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</i></p>	
<p><b>Intended outcomes 2020-2021</b></p>	<p><b>Review of outcome</b></p>
<p><b>Quality first teaching for all</b></p> <ol style="list-style-type: none"> <li>1. Maths leader to work with identified teachers to develop maths CPA approach, particularly for KS2 Weekly interventions Reading, Writing and Maths Conferencing for targeted children in Years 1-6</li> <li>2. Weekly additional maths and comprehension group work. 2x additional staff 4 sessions per week</li> <li>3. Maths – Singapore maths learning resources</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Some training carried out but severely disrupted because of staff absences due to COVID</i></li> <li>2. <i>Comprehension and other English base interventions were carried through internally funded DfE coaching and mentoring scheme</i></li> <li>3. <i>Maths resources to support CPA were purchased for use in 2021-22</i></li> </ol>
<p><b>Targeted support</b></p> <ol style="list-style-type: none"> <li>1. Additional L3 and L2 Teaching Assistants in the nursery and reception classes to further enhance the communication opportunities, enable daily reading, and finely targeted phonics and maths teaching.</li> <li>2. Teaching assistants to carry out a range of identified interventions related to the needs of the children in Key stage 1 and 2</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Additional TA's were recruited although their focus was to support children with SEND in need of 1:1 support due to staffing disruption</i></li> <li>2. <i>Interventions were disrupted due to COVID so a reduced timetable of consisting of Phonics and Guided Reading where prioritise and carried out</i></li> </ol>
<p><b>To develop pupil's language and life experiences through enrichment opportunities</b></p> <p>Subsidising the cost of school trips to widen the experiences and aspirations. £30 per pupil is allocated to enhance the range of school trips offered by year groups and school contributes towards annual residential experience. Additional funds are available for those in further financial need. A wide range of clubs to be offered to include art, music, technology etc</p>	<p><i>In the summer term, all children had the opportunity to experience a regional visit. Where this was not possible due to COVID restrictions experiences from outside agencies were arrange within school</i></p>

<p><b>Enhance the health and well-being of families by providing the opportunity to receive timely support for social, emotional, medical and financial needs</b></p> <p>Recruit safeguarding and attendance lead Attendance lead to:</p> <ol style="list-style-type: none"> <li>1. work with pupils, parents and the educational welfare officer on attendance and individual attendance support plans</li> <li>2. Early start leaders for working studying families</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Safeguarding and Attendance lead recruited to working with Educational Welfare Officer to track children's attendance</i></li> <li>2. <i>Two early start leaders recruited. However, there was no early start provision for children due to COVID</i></li> </ol>
<p><b>To provide resources and opportunities for pupils to learn effectively in and beyond the school day</b></p> <ol style="list-style-type: none"> <li>1. 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>2. Provide PE tee shirt in the school's house colours</li> <li>3. Reading books for attendance prizes in order build up reading material in the home.</li> <li>4. 50% reduction in swimming cost for Pupil Premium children?</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Few 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>2. <i>First PE tee shirt provided free or free if outgrown</i></li> <li>3. <i>Reading books linked to weekly awards which are presented at Friday whole school assembly</i></li> <li>4. <i>N/A - Pool closure due to COVID</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
Academic mentoring	DfE

### 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 discussing strategies to close the gap between the pupil premium children and the rest of the cohort.