



## Highfields Primary School Pupil Premium Strategy Statement 2022-23

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	333
Proportion (%) of Pupil Premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Governing body
Pupil premium lead	Sumaira George
Governor	Sumaira George

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	105,260
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> If your school is an academy in a trust that pools this	£116 280

## 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	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	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

## 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 2022/23 show that at least 80% of disadvantaged pupils are in line with the expected standard.
Through effective staff deployment, staff CPD, targeted interventions and High quality external 1:1 tuition to improve KS1 attainment in Maths the attainment gap between disadvantaged and non-disadvantaged is at least national average	KS1 maths outcomes in 2022/23 show that at least 80% of disadvantaged pupils are in line with the expected standard.

## 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: **£45 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised math's diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3
<p>CPD - Coaching and mentoring within Year 1 &amp; Foundations Stage</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	2

## Targeted academic support

Budgeted cost: **£15 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 mentoring</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2, 3
<i>Targeted interventions</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

## Wider strategies

Budgeted cost: **£60 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<i>Enrichment Activities</i>	Promoting after school clubs to enhance the curriculum and personal development of the child.	1
<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
<i>Uniform</i>	All disadvantaged children have access to a free school jumper/fleece	1

**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 2021 to 2022 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.</i></p>	
Intended outcomes 2021-2022	Review of outcome
<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>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>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 during Friday whole school assembly</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

### 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.