

HIGHWEEK COMMUNITY PRIMARY AND NURSERY SCHOOL Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Highweek Community Primary and Nursery School |
| Number of pupils in school | 327 |
| Proportion (%) of pupil premium eligible pupils | 28.13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Claire Redwood Headteacher |
| Pupil premium lead | Jane Bassett |
| Governor / Trustee lead | Christine Candlish, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £139,340 |
| Recovery premium funding allocation this academic year | £14,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £153,840 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to create engaging, curious and resilient learners by equipping them with the key characteristics of learning to enable them to embrace challenge and take risks. Through the strong culture of Growth Mindset and self-efficacy, we develop the values, skills and attitudes needed to become aspirational lifelong learners.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- act early to intervene at the point need is identified

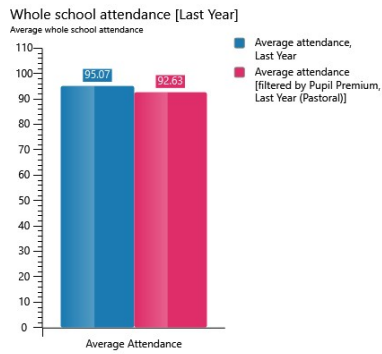
adopt a whole school approach in which all staff take responsibility for all pupils, including disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, including that of the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments and observations have indicated that a number of disadvantaged pupils have difficulty with learning and the application of phonics in key stages one and two. |
| 2 | Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from |

| | Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. | | | | | | |
|--|---|----------|--------------------|-------------------------------|-------|--|-------|
| 3 | Reading assessments have indicated that a number of disadvantaged pupils have difficulty with reading fluency. This impacts on access to the whole curriculum across the Primary age range. | | | | | | |
| 4 | <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p> <p>Internal assessments in maths from summer 2021 indicate that disadvantaged pupils are attaining below their peers. Internal assessments in writing from summer 2021 indicate that disadvantaged pupils are attaining below their peers.</p> | | | | | | |
| 5 | <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The requirement for pastoral support and interventions has increased.</p> | | | | | | |
| 6 | <p>ATTENDANCE: Our overall attendance last year was higher than national. Attendance for disadvantaged pupils is lower than that of non disadvantaged pupils.</p>  <table border="1"> <caption>Whole school attendance [Last Year]</caption> <thead> <tr> <th>Category</th> <th>Average Attendance</th> </tr> </thead> <tbody> <tr> <td>Average attendance, Last Year</td> <td>95.07</td> </tr> <tr> <td>Average attendance [filtered by Pupil Premium, Last Year (Pastoral)]</td> <td>92.63</td> </tr> </tbody> </table> <p>PERSISTENT ABSENCE: Data shows that there was far more persistent absenteeism last year amongst our disadvantaged pupils.</p> | Category | Average Attendance | Average attendance, Last Year | 95.07 | Average attendance [filtered by Pupil Premium, Last Year (Pastoral)] | 92.63 |
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| Average attendance, Last Year | 95.07 | | | | | | |
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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 |
|------------------|------------------|
|------------------|------------------|

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|--|---|
| Improve phonics understanding and application amongst disadvantaged pupils | By the end of KS1 2024/25 show that more than 90% disadvantaged pupils met the expected standard. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally |
| Improved writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils is lower than the national average. The attendance of disadvantaged pupils is in line with all pupils nationally. • The percentage of pupils who are persistently absent is lower than the national average. |

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: £60,840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised 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> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 3, 4 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and subject leader release time to support and embed best practice across the school.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts?utm_source=/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts&utm_medium=search&utm_campaign=site_search&search_term=reading</p> | 3, 4 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | |
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and subject leader release time to support and embed best practice across the school.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 4 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and subject leader 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 4 |
| <p>Continued CPD including case studies around growth mindset and learning dispositions to support high quality teaching and learning.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | All |
| <p>Improve the quality of social and emotional (SEL) learning.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p> | 5 |

| | | |
|---|--|--|
| <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Whole staff training and delivery of zones of regulation programme with the aim of pupils developing their self-regulation skills.</p> | <p>attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | |
|---|--|--|

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

Budgeted cost: **£49,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase and deliver a programme to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills. This will include a number of disadvantaged pupils.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| <p>KS1: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>KS2: Purchase and deliver additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |

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|---|--|-------------------|
| <p>Engaging with the National Tutoring Programme and other providers to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Focus will be: maths, phonics, writing and reading</p> | <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Whole staff training on developing relational practice and policy with the aim of developing our school ethos and continuing to build excellent behaviour across the school, and in particular to support our most vulnerable learners.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>A range of interventions and pastoral support to target social skills, anxiety, emotional regulation, physical and emotional health</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | <p>5</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly</p> | <p>6</p> |

| | | |
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| <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>New attendance officer has been appointed.</p> <p>Family support worker working with targeted families to support attendance.</p> | <p>reduced levels of absence and persistent absence.</p> | |
| <p>Increase parental support and engagement, particularly for disadvantaged/hard to reach families with the aim of supporting children's attendance, well being and academic performance</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>All</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £153,840

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers in all areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions, including our on-going work on learning dispositions and growth mindset to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Although overall attendance in 2020/21. At times when all pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was higher than their peers. Attendance is a focus of our current plan.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and vulnerable families, through the extended inclusion and pastoral team developed towards the end of the academic year. Targeted interventions were delivered across the school. We are building on that approach with the activities detailed in this plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Through our 11 before 11 programme, after school and lunch time clubs, plus forest school provision, activities will focus on building life skills such as confidence, resilience, and socialising and emotional and physical health. We are also increasing opportunities to participate in music events and to learn an instrument. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, the new leadership team evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.