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**HIGHWEEK COMMUNITY PRIMARY AND NURSERY SCHOOL Pupil premium strategy** statement

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 319 |
| Proportion (%) of pupil premium eligible pupils | 36.68% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Claire Redwood |
| Pupil premium lead | Claire Redwood/Fran Lilley |
| Governor / Trustee lead | Christine Candlish, lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £139,725 |
| Recovery premium funding allocation this academic year | £14,790 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £154,515 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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, attitudes and knowledge 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  In addition, we will ensure that the curriculum extends beyond the academic, technical or vocational and provides for learners’ (and in particular our most disadvantaged students) broader development, enabling them to develop and discover their interests and talents and ensure they are kept physically and mentally healthy. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1. | Disadvantages students in year 1- 38% achieved a good level of development at the end of EYFS, due to only 38% achieving a good level of Personal, Social & Emotional Development. |
| 2 | 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 |
| 3 | Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from 3 Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 4 | 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. |
| 5 | In maths, disadvantaged pupils are attaining below their peers across the school. Fluency skills and lack of proficiency and understanding limits progress. |
| 6 | 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. The requirement for pastoral support and interventions has increased even further this academic year. |
| 7 | Attendance, especially persistent absence |

## 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.

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| Intended outcome | Success criteria |
| Improve phonics understanding and application amongst disadvantaged pupils | **B**y 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 amongst disadvantaged pupils | KS2 writing outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally |
| Improved maths attainment amongst disadvantaged pupils | 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:  • 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:  • 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary | We will purchase resources and fund ongoing teacher training and release time. 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:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches)  [Early literacy approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches) | 3 |
| Continue to embed our reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher and subject leader release time to support and embed best practice across the school. | [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  [Early literacy approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches)  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 3, 4 |
| Continue to embed our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher and subject leader release time to support and embed best practice across the school. | [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches)  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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) | 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:  [Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  [Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  [Early numeracy approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches)  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 5 |
| Continued CPD including to support high quality teaching and learning around evidence informed practice | [The Science of Learning | Deans for Impact](https://deansforimpact.org/resources/the-science-of-learning/)  [Unleash the Science of Learning – Retrieval Practice](https://www.retrievalpractice.org/)  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 1,2,3,4,5 |
| Improve the quality of social and emotional (SEL) learning. | [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [Self-regulation strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies)  [Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies)  [Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies) | 1 |
| Recruit high quality teaching assistants and an HLTA to support disadvantaged children and especially those with SEN | [Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies)  [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistants) | 1, |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| KS1: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Continued CPD for all staff involved in the teaching of phonics through RWI  KS2: Continue to deliver additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2 |
| Engaging with the National Tutoring Programme 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. Focus will be: maths, phonics, writing and reading | [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 ,4, 5 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to embed 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. | [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  [Guidance for developing relational practice and policy - Support for schools and settings (devon.gov.uk)](https://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/) | 1, 6 |
| A range of interventions and pastoral support to target social skills, anxiety, emotional regulation, physical and emotional health  Purchase JIGSAW to support teaching of PSHE across the school | [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 6 |
| Increase attendance for disadvantaged pupils  This will involve training and release time for staff to develop and implement new procedures.  New attendance officer has been appointed to work with the Headteacher  Family support worker continue to target families to support attendance | [Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance)  [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | 7 |
| Continue to 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. Repeat successful strategies including: The Reading Café, MHST support | [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  [New guidance report published: Working with Parents to Support… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents?utm_source=/news/new-guidance-for-schools-on-engaging-parents&utm_medium=search&utm_campaign=site_search&search_term=mental%20health%20parents) | 3, 4, 6 |
| Financial support for music tuition and residentials.  Continue to offer 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 and new forest school provision, Activities will focus on building life skills such as confidence, resilience, and socialising and emotional and physical health.  Appoint a music teacher to ensure that all pupils have the opportunity to learn an instrument and engage in quality music provision | [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  [The impact of instrumental music learning on attainment at age 16: a pilot study | British Journal of Music Education | Cambridge Core](https://www.cambridge.org/core/journals/british-journal-of-music-education/article/impact-of-instrumental-music-learning-on-attainment-at-age-16-a-pilot-study/F439F0A77A79858988B66C172FF5CC72)  [The impact of instrumental music learning on attainment at age 16: a pilot study | British Journal of Music Education | Cambridge Core](https://www.cambridge.org/core/journals/british-journal-of-music-education/article/impact-of-instrumental-music-learning-on-attainment-at-age-16-a-pilot-study/F439F0A77A79858988B66C172FF5CC72)  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) |  |
| Contingency fund | **B**ased 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 e.g funding after school or breakfast club for some of our more vulnerable learners. |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| All pupils have benefitted from increased professional development for all staff. Good progress has been observed in our end of primary data (SATs).  EYFS- 38 % of disadvantaged pupils achieved a good level of development, mainly due to poor social and emotional development. This cohort were disadvantaged due to limited time in nursery and a number of these pupils have significant SEN.  Key Stage One disadvantaged pupil attainment in all areas was below their peers. However, new teaching strategies developed in the teaching of reading and writing had a significant impact on pupil progress. Maths tuition and small group work with the teacher also impacted on progress made.  At the end of key Stage Two, children attained above the local authority average for disadvantaged pupils in all areas and made better than average progress in all areas compared with local authority average for all pupils.  Disadvantaged pupils have benefitted from increased physical activity through sports clubs provided by the school. They have also had increased opportunities to take part in visits, residential and in school visits, broadening aspirations and becoming more mentally and physically healthy. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| Maths tuition- online 1:1 | Third Space Learning |
|  |  |

Further information:

In planning our new pupil premium strategy, the leadership team triangulated evidence from multiple sources of data including assessments, teaching and learning monitoring evidence, 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 pupil.