

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Highfield J and I school
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	32% (221 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 (3rd year of three year plan)
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stephanie Davies
Pupil premium lead	Stephanie Davies
Governor / Trustee lead	Shabina Bi-Baroo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,385.00
Recovery premium funding allocation this academic year	£35,815.00
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	£395,200.00

Part A: Pupil premium strategy plan

Statement of intent

At Highfield, we believe that all pupils have an equal entitlement and should have an equal opportunity to access all areas of education.

All of our staff and trustees accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium and recovery premium funding will support us in achieving our vision.

We aim to ensure that every pupil who leaves Highfield Junior and Infant School are excited about learning, resilient to setback and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The funding will be used to narrow and close the gap between the achievements of non-pupil premium children.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- We will ensure children, who are high achievers, will continue to make progress and reach their fullest potential.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. It is not uncommon for our families to miss out on qualifying for the Pupil Premium by the smallest of margins. Within the communities that we serve, the difference in income between those classified as disadvantaged and those deemed not disadvantaged is minimal. Therefore, we have a duty to ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	There are still a number of children that have not reached age related expectations in Reading, Writing and Maths.
2	2 new ECTs and 6 ECT 2s
3	There are a high number of children facing barriers to their learning. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.
4	Attendance has been affected by children remaining out of the country for long periods of time. High level of persistent absence.
5	High pupil mobility throughout school. Last academic year we have had 18% mobility,

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
To achieve national average progress scores in KS2 Reading, Writing and Maths	To ensure progress is above 0 in KS2 Reading, Writing and Maths.
Increase in % of disadvantaged children achieving combined at the end of KS2.	Increased number of disadvantaged pupils
To continue in R – Y5 Increase in % of disadvantaged pupils achieving ARE in Reading, Writing and Maths. (Combined)	Increased ARE compared to 22/23 for all pupils and disadvantaged pupils
To ensure the gap between PP and NPP in year three and year four in Writing and Reading closes.	There will be no significant gap between PP and NPP pupils in Writing and Reading in year three.
To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.	Attendance is improved for disadvantaged pupils from last academic year 23/24

To decrease (By 50%) the number of late marks for disadvantaged pupils.

The number of late marks will significantly reduce.

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: £ [34,832.64]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics and develop the practise of ECTs/new to YG staff in these areas	(EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)	1, 2, 3
To ensure a well-planned non-core curriculum supports progress and attainment for all disadvantaged pupils	(Creating a culturally rich curriculum)	1, 2, 3
To further develop understanding of children’s memory for learning. PLD sessions whole school.	(Willingham, 2009)	1, 2, 3

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

Budgeted cost: £ [272,768.12]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted interventions and additional support for identified children in Reading and/or Phonics.	(EEF – Guide to Pupil Premium)	1, 2, 3

To further develop support staff's impact in delivering high-quality Reading and/or Phonics interventions		
To provide targeted interventions and additional support for identified children in Writing. To further develop support staff's impact in delivering high-quality Writing interventions <i>From year two onwards, TA's will be completing targeted interventions across school.</i>	(EEF – Guide to Pupil Premium)	1, 2, 3
To provide targeted interventions and additional support for identified children in Maths. To further develop support staff's impact in delivering high-quality Maths interventions <i>From year two onwards, TA's will be completing targeted interventions across school.</i>	(EEF – Guide to Pupil Premium) (EEF – Improving Mathematics in the early years and key stage 1)	1, 2, 3

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

Budgeted cost: £ [58,568.25]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support, as well as support for staff, to develop	(EEF – Improving behaviour in schools)	4,5

effective learning behaviours in pupils	(EEF – Improving social and emotional learning in primary schools)	
To ensure that attendance is improving with persistent absence addressed so that it decreases	(EEF – Working with parents to support learning)	4,5
To significantly reduce the frequency of lateness to schools for disadvantaged pupils	(EEF – Working with parents to support learning)	4,5

Total budgeted cost: £ []

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.

Aim	Outcome			
<p>To achieve national average progress scores in KS2 Reading, Writing and Maths</p> <p>Increase in % of disadvantaged children achieving combined at the end of KS2.</p>				
		All	PP	NPP
	Reading	66%	67%	64%
	Writing	67%	74%	65%
	Maths	75%	78%	71%
	GPS	73%	76%	72%
	Combined	59%	65%	53%
	National Average progress scores from KS1			
		All	PP	NPP
	Reading	-1.2	-0.8	-1.4
Writing	0.3	0.32	0.3	
Maths	1.9	2.3	1.6	
<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that by the end of KS2 disadvantage pupils achieve better than our non disadvantage. Our disadvantaged pupils reached national for combined. We are on track to achieve our intended outcome.</p>				
<p>To ensure the gap between PP and NPP in year one Writing and Maths closes</p>	Maths			
		PP	NPP	
	Y1	88%	55%	
	Writing			
		PP	NPP	
	Y1	68%	55%	
<p>This data approve demonstrates that we are able to close the gap between disadvantaged and non disadvantaged pupils in y</p>				

To continue in R – Y5 Increase in % of disadvantaged pupils achieving ARE in Reading, Writing and Maths.	Reading			
		PP	All	
	Y5	65%	55%	
	Y4	58%	52%	
	Y3	47%	54%	
	Y2	42%	55%	
	Y1	72%	61%	
	Writing			
		PP	All	
	Y5	56%	51%	
	Y4	58%	48%	
	Y3	44%	52%	
	Y2	33%	51%	
	Y1	68%	59%	
	Maths			
		PP	All	
	Y5	58%	55%	
	Y4	58%	50%	
Y3	56%	56%		
Y2	48%	50%		
Y1	88%	59%		
	We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on own internal summative and formative assessments. From previous year, the increase of disadvantaged pupils achieving ARE is increasing. Additional targeted support is needed in year two disadvantaged writers to achieve ARE. They have made sufficient progress this year.			
Year one Phonics –Close the gap between disadvantaged pupils and national by a further 3%	Phonic Outcomes	All	PP	NPP
	Y1	71%	73%	70%
To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils	Attendance	All	PP	NPP
		91.32%	90.51%	91.77%
To decrease (By 50%) the number of late marks for disadvantaged pupils	Lates	All	PP	NPP
		2.88%	3.71%	2.41%
We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.				

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
Rapid Writing	Scholastic
Reading rocketeers	John Murray
Number stacks – making sense of Numbers	James Aylott
WellComm	GL Assessments
Project X	Oxford University Press
Maths on the move	Aspire Sports
English on the move	Aspire Sports

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

How will we monitor and implement the strategy?

1. Teaching

Careful planning of PLD and development. Use of the EEF research to support PLD.

Rigorous monitoring cycle

Senior Leaders timetabled to work 1:1 with identified staff

Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment

Pupil progress tracking and monitoring.

IPG process and actions

ECT program followed and implemented.

2. Targeted support

Designated staff to target specific individuals and groups.

Precise planning for interventions.

Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.

Investment in appropriate resources that support the delivery of interventions.

Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders.

Interventions with specific outcomes and reviewed.

3. Wider strategies

Senior leaders in school are all DSL trained and this training is maintained.

The school has a pastoral team who work across the school with identified pupils and groups.

All school staff receive extensive training in all aspects of safeguarding.

A Pastoral hub launched to support parents with engaging in school-life and supporting their children's learning.

Weekly updates on attendance.

Half termly reports for attendance, lates and pastoral support. These are then action planned.

Learning mentor is senior first aid trained.

Welfare team in school are mental health trained.

Safeguarding trust lead monitors each term.

Community links with early help.