

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	Highwood Primary
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	10 (19.6%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	A. Lipski
Governor / Trustee lead	D. Donoghue

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17879.00
Recovery premium funding allocation this academic year	£2349.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£20228.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Highwood Primary School we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Overall Objectives:

- To accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data.

- To develop social skills in all pupils to an appropriate level to ensure positive relationships that enable them to thrive at secondary school and within the community.
- To ensure staff understand the challenges faced by disadvantaged pupils and have wide ranging strategies to support their development.

Additional provision that may be implemented to achieve these objectives:

The range of additional provision that may be provided at Highwood Primary School include:

- 1-1 support/ Small group (using school staff)
- Additional teaching and learning opportunities provided through trained TAs
- More able disadvantaged children will be given opportunities that extend their life experience and accelerate their progress within the curriculum.
- Tutoring for those in danger of falling behind
- Additional support for transition from primary to secondary.
- If required pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom including extra-curricular.
- Support the funding of specialist learning software.
- Forest school provision focussing on the development of social skills
- Additional Music provision to raise self-esteem
- Emotional well-being support
- Access to school counsellor
- Staff Training to suit needs identified
- TTP whole school training

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues. Downward trend for disadvantaged pupils since the pandemic. 2021-2022 90.72% 2022-2023 86.7%
2	More frequent emotional well-being regulation difficulties.

3	Low levels of concentration and ability to focus on learning, without high levels of adult support.
4	Weak metacognition skills: A higher proportion of children need to develop further Metacognitive strategies to empower them to think about their own thinking. This awareness of the learning process will enhance their control over their own learning. It will also enhance their personal capacity for self-regulation and managing their own motivation for learning.

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 accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data.	<p>Accurate baseline completed, with effective moderation.</p> <p>Catch up programmes for phonics, reading and maths have improved outcomes for those identified</p> <p>One to one Tutoring has had positive impact on pupils progress</p> <p>Where attendance is also an issue, this has have improved</p>
To develop social skills in all pupils to an appropriate level to ensure positive relationships that enable them to thrive at secondary school and within the community.	<p>Early identification of children displaying emotional distress and/or difficulties socially.</p> <p>These children are monitored for changes in their behaviour by staff.</p> <p>Various levels of support are implemented as appropriate and may include:</p> <p>Discussion with SENCo, TA based intervention, small group social skills focus, small group emotional regulation focus, access to external agencies.</p>
To ensure staff understand the challenges faced by disadvantaged pupils and have wide ranging strategies to support their development.	<p>Facilitation of appropriate CPD including Phonics, Reading and TPP</p> <p>Shadowing and conversations with colleagues regarding strategies and best practice.</p>

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: £500

Activity	Evidence that supports this approach at Highwood	Challenge number(s) addressed
Continuing with Whole school phonics training	<p>Most staff have shave completed Little Wandles training, so that there is consistency across the school and high quality teaching of phonics. Little Wandles training revisited at the start of each term.</p> <p>Baseline Assessment , shows that</p> <p>EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.</p> <p>DfE Reading Framework states : As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. Accurate assessment to identify next steps is vital. Making progress depends on quality-first teaching.</p>	3 & 4

<p>Reading for pleasure</p>	<p>DfE framework for reading :</p> <p>Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. The OECD’s report described the ‘entangled relationship’ between ‘cognition and motivation, proficiency and engagement in reading’. Teachers cannot improve reading skills without also taking account of, for example, ‘access to interesting and meaningful reading materials’.</p>	<p>3 & 4</p>
<p>Metacognition and Self-regulated learning (Staff CPD)</p>	<p>Why is this a priority for Highwood and who?</p> <p>There are a significant small number of pupils, who struggle to manage their learning without constant adult support/intervention, recent lockdowns has acerbated this.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Further Research:</p> <p>Education Endowment Foundation</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1697509864</p>	<p>3 & 4</p>

	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour and through developing a positive school ethos which aims to support greater engagement in learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_our_in_schools_Report.pdf?v=1697512650</p>	

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

Budgeted cost: £12570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics groups	School analysis has shown us that children who are reading below ARE, have gaps in their phonological understanding.	3 & 4
One to one Tutoring	School analysis has shown us that children who are below ARE in Maths, have gaps in understanding and using operations.	3& 4
Precision Teaching	Gap analysis has shown us that targeted and systematic approach to specific area maximises the learners progress or fluency in a particular area.	3 & 4
TA led interventions in class	This ensures that all pupils have access to a broad and balanced curriculum with interventions integrated within their normal school day.	3 & 4

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

Budgeted cost: £ 3,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a Counsellor	<p>School analysis indicates that where some children’s progress has stagnated, there can be other challenges impacting on the child’s well-being.</p> <p>Education Endowment Foundation:</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; and • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning 	1

Additional opportunities for catch up due to absence	<p>School tracking indicates that where children’s progress has been below expected , for some this has been due to fluctuating levels of attendance. Greater number of pupils are now deemed persistently absent from school, than pre pandemic.</p> <p>Improving School Attendance guidance issued August 2022 from DfE recommend consistent and often reminders of what is expected, open discussions with parents for support, rewards for those following guidelines and/ or catch up times for those at risk of persistent absence.</p>	2
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Total budgeted cost: £ 19,825

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 2022 to 2023 academic year.

<p>PUPIL ACHIEVEMENT</p> <p>Due to our low numbers, we cannot report specific % without identifying individual pupils. End of Key Stage 2 assessments showed that a greater proportion of that cohort achieved the expected standard across all areas.</p> <p>The majority of year 1 children passed the phonics screening. “Reading is at the heart of our curriculum” (OFSTED Nov 2022)</p> <p>WELL- BEING</p> <p>Continued access to Forest School, has promoted pupils sense of well being and always an area pupils say they enjoy and look forward to. .</p> <p>Counselling has been used to support further as needed.</p> <p>Pupil surveys show that they feel safe and happy in school.</p> <p>ADDITIONAL CLASSROOM SUPPORT</p> <p>Consistent behaviour management plans have had positive impact on pupils achievements. There has also been targeted additional adult support around emotional needs.</p>

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
N/A	