# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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 | 56 |
| Proportion (%) of pupil premium eligible pupils | 14 (25%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | A. Ashley |
| Governor / Trustee lead | D. Donoghue |

## Funding overview

| Detail | Amount |
| --- | --- |
| Pupil premium funding allocation this academic year | £17880.00 |
| Recovery premium funding allocation this academic year | £1945.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19825.00 |

# 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 and/or tutors)
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- 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

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 | More frequent emotional well-being regulation difficulties. |
| 2 | Attendance and punctuality issues. |
| 3 | Low levels of concentration and ability to focus on learning |
| 4 | Weak metacognition skills |

# 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. | Accurate baseline completed, with effective moderation. <br><br> Provision mapping effectively identifies strategies. <br><br> One to one Tutoring <br><br> Termly pupil progress meetings to evaluate provision and identify clear next steps.  This will include monitoring of: <br><br> Attendance, parental engagement, academic progress and attainment, learning and social behaviours, progress towards individualised outcomes. |
| 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. | Early identification of children displaying emotional distress and/or difficulties socially. <br><br> These children are monitored for changes in their behaviour by staff. <br><br> Various levels of support are implemented as appropriate and may include: <br><br> Discussion with SENCo, TA based intervention, small group social skills focus, small group emotional regulation focus, access to external agencies. |
| To ensure staff understand the challenges faced by disadvantaged pupils and have wide ranging strategies to support their development. | Facilitation of appropriate CPD including Phonics, Reading  and Metacognition. <br><br> Shadowing and conversations with colleagues regarding strategies and best practice. |

# 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 |
|---|---|---|
| Termly Whole school phonics training | All staff have started (many have 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.<br><br>**Baseline Assessment , shows that**<br><br>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.<br><br>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. | 3 & 4 |

| Reading for pleasure | **DfE framework for reading :**<br><br>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'. | 3 & 4 |
|---|---|---|
| Metacognition and Self-regulated learning (Staff CPD) | **Why is this a priority for Highwood and who?**<br><br>**There are a significant small number of pupils, who struggle to manage their learning without constant adult support/intervention, recent lockdowns has acerbated this.**<br><br>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.<br>**Further Research:**<br>**Education Endowment Foundation**<br>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.<br><br>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.<br><br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/<br><br>https://dera.ioe.ac.uk/31617/1/EEF_Metacognition_and_self-regulated_learning.pdf | 3 & 4 |

## 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 maths below ARE, 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 | School analysis indicates that where some children's progress has stagnated,  there can be  other challenges impacting on the child's well -being.<br><br>**Education Endowment Foundation:**<br><br>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.<br><br>Three broad categories of SEL interventions can be identified:<br><br>• universal programmes which generally take place in the classroom;<br>• more specialised programmes which are targeted at students with particular social or emotional needs; and<br>• 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 | School tracking indicates that where children's progress has been below expected , for some this has been due to fluctuating levels of attendance.<br><br>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 'buddy systems' or catch up times for those at risk of persistent absence. | 2 |

## 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 2021 to 2022 academic year.

| |
|---|
| READING<br>Due to our low numbers, we cannot report specific % without identifying individual pupils. School tracking systems show us that most children made good progress from their starting points, where progress was limited school attendance was a key factor.<br>MATHS<br>Due to our low numbers, we cannot report specific % without identifying individual pupils. School tracking systems show us that most children made good progress from their starting points, where progress was limited school attendance was a key factor.<br>WELL- BEING<br>Continued access to Forest School, has promoted pupils sense of well being . Small group support around developing resilience and fostering positive peer relationships, clearly had a significant impact on some of those who attended.<br>Counselling was used to support further as needed.<br>ADDITIONAL CLASSROOM SUPPORT<br>Positive behaviour management plans, included additional adult support around emotional needs.<br>GENERAL<br>All children attended swimming lessons in the summer term and all eligible pupils attended Danbury residential. |

# 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 | |
| | |