

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	High Firs Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Andrew Kilbride
Pupil premium lead	Andrew Kilbride
Governor / Trustee lead	Sheila Wilmot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52544
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4641
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	£62840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>We see that our disadvantaged pupils enjoy a narrower range of life experiences by comparison with non-disadvantaged peers. This reinforces vocabulary gaps and leads directly to greater difficulties with reading comprehension, where context and vocabulary are key.</p> <p>7 children (23%) in Reception requiring support for Speech and Language. 67% disadvantaged pupils compared with 20% non-disadvantaged.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their early development as readers.</p> <p>Y1 internal screening from 2021: 25% disadvantaged pupils reaching phonics standard and 95% non-disadvantaged pupils reaching phonics standard.</p>
3	<p>Internal and external (where available) assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In most year groups the range of disadvantaged pupils' attainment at expected standard is 0-25% in reading, writing or maths. For non-disadvantaged pupils this range is typically 50-80%.</p> <p>The gaps are of a similar size in EYFS, KS1 and KS2.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to isolation, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We have 50 children with recorded SEN, 11 of whom are Disadvantaged.</p> <p>Of that 50, 12 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>This shows that Disadvantaged children are over-represented in the group of children with social and emotional needs.</p>
5	<p>Our attendance data over the last 4 years indicates that the attendance gap between disadvantaged pupils and non-disadvantaged pupils is widening. 4% in 18/19; 5% in 19/20; 9% in 20/21; 10% in 21/22.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of this academic year**, and how we will measure whether they have been achieved.

The plan continues with further targets to be achieved in respect of these intended outcomes in 2022/23 and 2023/24.

Intended outcome	Success criteria
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 and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that more than 67% of disadvantaged pupils met the expected standard and 60% in writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021/22 show that more than 67% of disadvantaged pupils met the expected standard.
Improved phonics attainment for disadvantaged pupils at the end of Y1.	Y1 Phonics outcomes in 2021/22 show that more than 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being higher than the national average. attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

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: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</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>	1, 2, 3
<p>Recruitment of HLTA to enable ongoing leadership release time, facilitating curriculum development, monitoring activities and pupil progress meetings.</p>	<p>Diarised release time opportunities available to be booked out enable leadership activity to gain momentum and vision to be embedded.</p>	1, 2, 3, 4
<p>Embedding balanced diet of reading provision across the school.</p> <p>Purchase of Accelerated Reader to record and target reading progression in children's own reading choices across the school.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that supports high impact on reading outcomes of vocabulary-rich, high challenge close reading approach.</p> <p>Reading Reconsidered – Doug Lemov</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle – supported by Big Cat Collins for Little Wandle reading materials) to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2

stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Review and refresh whole school curriculum to develop lasting knowledge over time through carefully sequenced learning opportunities that allow for application of new knowledge in different contexts in subsequent terms and year groups.	Ofsted framework of 2019 and Willingham, Rohrer and Taylor – all point to it becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice, where we study more intensively for a shorter period of time. It is therefore good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge.	1, 2, 3
Recruitment of assessment specialist to analyse termly data and identify patterns in attainment and progress for cohorts and groups – staff training to use data to target specific groups and individuals.	Efficient analysis of pupil data leads to savings teacher time and targeted support at an early stage for those who need it.	1, 2, 3

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

Budgeted cost: £36400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning through leading ELSA groups	There is extensive evidence associating childhood social and emotional skills with improved	5

<p>for identified groups and individuals.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	
<p>Recruitment and training of level 3 Forest School Leader.</p> <p>Run pilot groups in woodland learning for disadvantaged pupils.</p>	<p>ecoActive Charitable Incorporated Trust found with forest school groups run for small cohorts of disadvantaged children that:</p> <p>84% of children showed improved social, verbal and non-verbal communication skills.</p> <p>69% of children became more engaged and motivated learners.</p> <p>Children who were struggling to interact began to build relationships and friendships.</p>	1, 4, 5
<p>Recovery premium to be spent on tutoring for identified groups of children – 65% of which will be disadvantaged.</p> <p>Up to 40 children will be tutored in Spring Term in groups of up to 3.</p>	<p>Career Tree selected with proven track record of impact in tutoring.</p> <p>EEF describe targeted tutoring as being one of the highest impacts for disadvantaged pupils in terms of value for money.</p>	1, 2, 3
<p>Identified children to work with English As Additional Language (EAL) specialist teacher</p>	<p>Children with EAL need long term support to help develop language patterns, especially in writing, even when speaking and listening appears fluent.</p>	1, 2, 3
<p>Family Support Worker receives referrals from class teachers and school leaders to support vulnerable pupils and families.</p>	<p>Weekly meetings with parents in school, home visits to support families, phone contact and support, housing support and guidance, signposting to other services – financial support – all have had a huge positive impact on our most vulnerable families in recent years.</p>	4, 5
<p>Pastoral teaching assistant deployed to provide emotional support for pupils with anxiety.</p>	<p>Vital support for vulnerable children ensures that issues are addressed early, enabling good attendance and focus on learning to be maintained, even when life circumstances are most challenging.</p>	1, 2, 3, 4, 5

Educational Psychologist support for specific children with reports actioned by class teachers and included in provision maps.	Ensures accurate and measurable outcomes for children with most challenging SEND. Regular visits ensures follow-up and pre-emptive support – rather than reactive, one-off approach only when EHCP assessments are needed.	1, 2, 3
Identified children to receive weekly support from internal specialist Speech and Language TA. TA to be supervised in next steps and assessments by termly Speech Therapist visits.	Supporting children with early language and speech barriers ICAN ACTT report – early S&L support leads to 50% increase in reading progress in primary schools.	1, 2, 3
Additional staff allocation to support 1:1 or in small class-based focus groups. Staff training to ensure interventions are precise, targeted and regular.	TA support, when working on specific interventions with clearly defined goals is recommended by EEF as one of best value for money approaches to improve pupil outcomes.	1, 2, 3

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

Budgeted cost: £12800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support a daily activity with strategy of monitoring, follow-up and referral. First day calls to all absentees. Daily meeting between HT and Attendance Administrator and weekly reporting of data and patterns. Pastoral TA to take on Pupil Premium Champion role –	High profile of attendance support and additional incentives for disadvantaged children – positive discrimination to address the gap present in current data – with additional targeting and rewards for good attendance of disadvantaged children.	5

attendance incentives, club engagement.		
Purchase of IT systems that enable more targeted support for disadvantaged children. CPOMS for safeguarding records and Arbor for MIS.	Increased access to information will lead to earlier support.	
Breakfast club – free place for all disadvantaged children.	DFE Evaluation of Breakfast Clubs I Schools with High Levels of Deprivation - Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills	1, 2, 3, 4
Subsidies available for disadvantaged children to attend school trips.	Increasing access to broad range of experiences helps develop language and context for future reading and learning.	1, 2

Total budgeted cost: £62200

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.

Internal and external (where available) assessments from end of 2020/21 indicate that attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

In most year groups the range of disadvantaged pupils' attainment at expected standard is 0-25% in reading, writing or maths. For non-disadvantaged pupils this range is typically 50-80%.

The gaps are of a similar size in EYFS, KS1 and KS2.

EYFS 2020/21 – 33% of disadvantaged children reached a Good Level of Development (GLD) and 67% of non-disadvantaged children. This, combined with the increased speech and language need in Reception this year, will be addressed through additional time for speech and language support in Reception.

Y1 internal screening from 2021: 25% disadvantaged pupils reaching phonics standard and 95% non-disadvantaged pupils reaching phonics standard.

This data suggests that previous targets to close the disadvantaged gap have not been fully achieved.

Disruption caused by the Covid 19 pandemic played a major part in this, as children were not able to be in school with normal continuity that prevented access to in person and feedback and teaching and interventions and support on a more targeted level that would usually positively impact many disadvantaged pupils.

Disadvantaged pupils had much lower attendance than non-disadvantaged pupils (Our attendance data over the last 4 years indicates that the attendance gap between disadvantaged pupils and non-disadvantaged pupils is widening. 4% in 18/19; 5% in 19/20; 9% in 20/21; 10% in 21/22) and despite distributing over 10 laptops, disadvantaged pupils engaged less frequently with work set than non-disadvantaged pupils. Additional time is being given in this year's plan for pastoral support to be directed at disadvantaged pupils – rewarding and encouraging good attendance.

New technology purchased to support learning in the second half of the year had a positive impact but did not have the opportunity to become fully embedded, as bubble operations made normal functioning in school and normal CPD and monitoring activities much more challenging than usual.

