

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	Highfield J and I school
Number of pupils in school	766
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ashley Knibbs
Pupil premium lead	Ashley Knibbs
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,637.50
Recovery premium funding allocation this academic year	£ 28, 638.00
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	£294, 275.25

Part A: Pupil premium strategy plan

Statement of intent

At Highfield, we believe that all of our children 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 child leaves Highfield Junior and Infant School 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 accelerated progress and leave primary school with ambition and have reached 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 a high number of children that require additional support. Children have fallen further behind due to C19 and there are significant gaps within the core curriculum
2	New to year group and less experienced teachers, who have missed significant development due to the C19 pandemic, can be supported to develop their practice. 33% of teaching staff are in the first 3 years of their teaching career
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.
5	

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
<i>To achieve national average progress scores in KS2 Reading, Writing and Maths</i>	
Increase in % of disadvantaged children achieving GDS at the end of KS2 (10%)	
R – Y5 Increase in % of disadvantaged pupils achieving ARE in Reading, Writing and Maths.	
Vocabulary?	
Year one Phonics – Continue to close the gap between disadvantaged pupils and national by a further 3%	

To improve attendance for disadvantaged pupils across school so that is is in line with national for all pupils.	
To decrease (By 50%) the number of late marks for disadvantaged pupils.	

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]*

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)	
To ensure a well-planned non-core curriculum supports progress and attainment for all disadvantaged pupils	(Creating a culturally rich curriculum)	
To close the vocabulary gap for disadvantaged pupils across school.	(A.Quigley’s work on closing the vocabulary gap – 2018) (EEF – preparing for Literacy)	

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

Budgeted cost: £ *[insert amount]*

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)	

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	(EEF – Guide to Pupil Premium)	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils	(EEF – Improving behaviour in schools)	
To ensure that attendance is improving with persistent absence addressed so that it decreases	(EEF – Working with parents to support learning)	
To significantly reduce the frequency of lateness to schools for disadvantaged pupils	(EEF – Working with parents to support learning)	

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

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.

Aim	Outcome
Ensure that oral language skills develop rapidly in KS1 and EYFS	NELI intervention implemented Due to C-19 lockdown and regular bubble closures true impact was not measurable
Ensure the knowledge gap missed due to school closure begins to close	Second lockdown mitigated the effectiveness of strategies implemented to close the gap. Trust essential skills delivered to ensure that the most appropriate and necessary knowledge and skills were delivered to support the current curriculum and the curriculum of the next academic year
Ensure accurate PP data and raise awareness of PP eligibility	Increase in number of pupils eligible for PP being identified
Increase attendance so that it is in line with national	Outcome affected by C-19
Decrease the number and frequency of lateness	Outcome affected by C-19
Increase parental engagement so that parents are able to support their children	COVID restrictions have prevented parents from coming in to school for workshops.

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	

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.

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

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

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