

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Highfield J and I
Pupils in school	766
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£265,637.50
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	Matthew Douglas
Pupil premium lead	Ashley Knibbs
Governor lead	Peter Hopkins

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading Increase in % of disadvantaged chn achieving GDS at end of KS2 (10%) R-Y5 increase % of disadvantaged pupils achieving ARE	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing Increase in % of disadvantaged chn achieving GDS at end of KS2 (10%)	July 2022

	R-Y5 increase % of disadvantages pupils achieving ARE	
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (10%) Increase in % of disadvantaged children achieving GDS at end of KS2 R-Y5 increase % of disadvantages pupils achieving ARE	July 2022
Phonics	Y1 Phonics: Continue to close the gap between disadvantaged pupils and national by a further 3% R-Y5 increase % of disadvantaged pupils achieving ARE	July 2022
Other	To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils To decrease (by 50%) the number of late marks for disadvantaged pupils R-Y5 increase % of disadvantages pupils achieving ARE	July 2022 (Half termly benchmarks)

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Teaching priorities for current academic year

Measure	Activity
Priority 1	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)
Priority 2	To close the vocabulary gap for disadvantaged pupils across school. (A.Quigley’s work on closing the vocabulary gap – 2018) (EEF – preparing for Literacy)
Priority 3	To ensure a well-planned non-core curriculum supports progress and attainment for all disadvantaged pupils (Creating a culturally rich curriculum)

Barriers to learning these priorities address	<p>Newly appointed teachers receive significant support in and outside class from experienced colleagues in order to ensure quality first teaching and high-quality curriculum planning</p> <p>New to year group and less experienced teachers, who have missed significant development due to the C19 pandemic, can be supported to develop their practise.</p> <p>Gaps in knowledge and learning addressed for all pupils</p>
Projected spending	<p><i>AHTS 50% working in class to support of identified teaching staff across the school.</i></p> <p><i>High quality reading materials including class texts and maths concrete resources required to teach the curriculum.</i></p> <p>PLD linked to specific areas of staff development (vocabulary, whole class reading, effective Phonics provision)</p>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To provide targeted interventions and additional support for identified children in Reading and/or Phonics.</p> <p>To further develop support staff's impact in delivering high-quality Reading and/or Phonics interventions (EEF – Guide to Pupil Premium)</p>
Priority 2	<p>To provide targeted interventions and additional support for identified children in Writing</p> <p>To further develop support staff's impact in delivering high-quality Writing interventions (EEF – Guide to Pupil Premium)</p>
Barriers to learning these priorities address	<p>Children requiring support within a whole class context can receive additional adult support. They can receive pre and post tutoring in identified areas and work in a smaller group where this can be facilitated.</p> <p>Staff knowledge and practise when delivering interventions will improve</p>
Projected spending	<p><i>Support staff – interventions delivered from R-Y6</i> <i>2 x PT teachers to work with higher attaining disadvantaged pupils</i></p>

## Wider strategies for current academic year

Measure	Activity
Priority 1	To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils EEF – Improving behaviour in schools
Priority 2	To ensure that attendance is improving with persistent absence addressed so that it decreases (EEF – Working with parents to support learning)
Priority 3	To significantly reduce the frequency of lateness to schools for disadvantaged pupils (EEF – Working with parents to support learning)
Barriers to learning these priorities address	Ensuring children are attending school daily and that absence is monitored closely with children's academic and emotional well-being taken into account. Ensuring children who are regularly absent are fully supported to attend school regularly. Working with parents to ensure that children's attendance and punctuality is good and learning is not missed. Ensuring children are developing the learning behaviours that will enable them to make good progress Specific interventions and support is provided to those children with challenging home circumstances: financial hardship, safeguarding concerns, bereavement
Projected spending	<i>Pastoral manager</i> <i>3 learning mentors</i>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all staff that need it receive specific support to improve their teaching and wider practise. 33% of teaching staff are in the first 3 years of their teaching career	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

		<p>outcomes: subject knowledge, planning, teaching, environment</p> <p>Pupil progress tracking and monitoring.</p> <p>IPG process and actions</p>
Targeted support	<p>There are a high number of children that require additional support.</p> <p>Children have fallen further behind due to C19 and there are significant gaps within the core curriculum</p>	<p>Designated staff to target specific individuals and groups.</p> <p>Precise planning for interventions</p> <p>Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.</p> <p>Investment in appropriate resources that support the delivery of interventions.</p> <p>Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders</p>
Wider strategies	<p>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.</p> <p>Attendance has been affected by children remaining out of the country for long periods of time</p>	<p>Senior leaders in school are all DSL trained and this training is maintained.</p> <p>The school has a pastoral team who work across the school with identified pupils and groups.</p> <p>All school staff receive extensive training in all aspects of safeguarding.</p> <p>A Pastoral hub launched to support parents with engaging in school-life and supporting their children's learning.</p>

### Review: last year's aims and outcomes

Aim	Outcome
Ensure that oral language skills develop rapidly in KS1 and EYFS	<p>NELI intervention implemented</p> <p>Due to C-19 lockdown and regular bubble closures true impact was not measurable</p>

Ensure the knowledge gap missed due to school closure begins to close	<p>Second lockdown mitigated the effectiveness of strategies implemented to close the gap.</p> <p>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</p>
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.