# 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

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| Detail | Data |
| School name | Highfield Hall Primary School |
| Number of pupils in school | 431 |
| Proportion (%) of pupil premium eligible pupils | 31.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | M Bywaters |
| Pupil premium lead | M Bywaters |
| Governor / Trustee lead | S Yeowart |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £163,365 |
| Recovery premium funding allocation this academic year | £12,800 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Ultimate Objectives**  Text BoxAt Highfield Hall we want all of our pupils to leave us as rounded individuals who have a broad range of attributes. Whilst we want to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, and on average for disadvantaged pupils in school to exceed nationally expected progress rates, we also want them to…  Text Box  Text BoxText Box  Text Box  Text Box  Text Box  Text Box  Text Box  Text BoxText Box  When making decisions about using Pupil Premium funding we consider the context of our school and the subsequent challenges faced. The Education Endowment Foundation guidance (2019) states; "Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference."    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”.  School use evidence-based approaches when spending the pupil premium funding. Impact is discussed termly. We used a tiered approach to supporting our disadvantaged pupils, with the primary focus being on the quality of teaching, supplemented by targeted academic support, and strategies to support with wider outcomes (see the EEF Guide to the Pupil Premium, 2019 – see below). Our teacher appraisal model for 2020-2021 is based around staff carrying out supported experiments, using a review cycle, with challenge conversations each half term to assess the impact and plan future actions (see <http://geoffpetty.com/for-team-leaders/supported-experiments/>). The focus for these is supporting our disadvantaged pupils.    Our curriculum is designed to give children the cultural capital to prepare them for their future success. Our curriculum is sequenced to support children in developing their key knowledge and skills, aligned to our core and British values (see https://[www.highfieldhall.derbyshire.sch.uk/our-curriculum/](https://www.highfieldhall.derbyshire.sch.uk/our-curriculum/)).  **Principles**  • We ensure that teaching and learning opportunities meet the needs of all the 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.  **Demography and School Context**  Highfield Hall Primary is a community school located in Newbold, Chesterfield. Children can join our nursery from the term after their third birthday, and there are two classes in each year group from Reception to Y6.  The map below is colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). Although there are areas near to the school which have lower than average levels of deprivation, many of the pupils come from the most lowest deciles, indicating high levels of deprivation. The school itself sits in the 2nd IDACI decile (Income Deprivation Affecting Children Index), indicating 80% of schools are less deprived than Highfield Hall.    School  HHPS |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *Weak language and communication skills*  By the end of in national assessments at KS2 in 2019, and internally in 2020 and 2021, there was a gap in the attainment and progress between disadvantaged children at Highfield Hall and ‘others’.  Vocabulary is widely regarded as the strongest indicator of reading success (Reading comprehension: nature, assessment and teaching, Snowling et al, 2010), however children from disadvantaged backgrounds typically have a smaller vocabulary than children from higher socio-economic backgrounds and that gap widens as children get older (Education Mobility in England, Sutton Trust, 2010). |
| 2 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 4 | On entry to Reception class our disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged pupils in the majority of the EYFSP areas. This gap remains steady to the end of Reception. |
| 5 | *Self-regulation*  Self-regulation (cognition, metacognition and motivation) are reported by teachers to be an issue with a large number of our disadvantaged pupils. There is a strong body of evidence that demonstrating the importance of metacognition and self-regulation to effective pupil learning. The EEF teaching and learning toolkit rates ‘metacognition and self-regulation’ as a “high impact, low cost approach to improving the attainment of disadvantaged learners.” |
| 6 | *Attendance*  Attendance in 2018-2019 was lower for disadvantaged pupils than for ‘other’ pupils (92.9% vs 95.9%), and also compared with national figures (95.8%). This equates to ‘other’ children attending for nearly 6 extra days per year, or over an extra half-term of school whilst they are with us. |

## 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.

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| Intended outcome | Success criteria |
| To raise standards and promote outstanding progress for learners in all subjects with a special focus KS2 | By 2024/2025, disadvantaged pupils’ progress KS2 progress is better than the national average for ‘other’ pupils [if there are reliable measures of progress and a level playing field in KS2 this year].  KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in reading and in maths.  Disadvantaged pupils make accelerated progress across school from their post-lockdown starting points.  Children identified as having regressed since lockdown are supported to ‘catch up’ as by the Summer term. |
| Children have improved oracy, including having a wide knowledge of age-appropriate tier 2 words. | There is accelerated progress in speaking, and listening, attention and understanding from on entry in EYFS.  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. |
| Phonics | Achieve above national average expected standard in PSC.  Accelerated progress from on entry to Y1 data. |
| Children are happy and emotionally well regulated | Pupil interviews and questionnaires show children feel happy in school, and there has been an improvement through the year.  All children can describe, and regularly use, self-regulation strategies. |
| Attendance at school is encouraged whenever it is safe to be in school. | Non-COVID related attendance is in line with the national average. There is a reduction in PA from pre-COVID levels in school. |

## 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: £18,369

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments (Rising Stars) and No More Marking comparative judgement | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,2,3 |
| Reading planet | EEF toolkit: Reading comprehension strategies +6 | 1 |
| Oracy training for staff | EEF toolkit: On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils (Monster Phonics scheme) | EEF toolkit: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 3 |
| SEMH staffing e.g. forest schools | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 1,2,3,5 |
| Social and emotional learning | Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months | 5 |
| DCC Reading intervention | EEF toolkit: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 1 |

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

Budgeted cost: £106,574

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELKLAN & NELI oral language interventions | EEF toolkit: On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. | 1,3,4 |
| Teaching assistant interventions | EEF toolkit: “Teaching assistants can provide a large positive impact on learner outcomes (however, how they are deployed is key)” + 4 months. We run “same day interventions” to support all children to plug gaps in order that they can access learning at the same level as their peers the next day. | 1,2,3,4 |
| Engaging with school led tutoring | EEF toolkit: 1:1 and small group tuition +5 months / + 4 months respectively. | 1,2 |

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

Budgeted cost: £51,222

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Behaviour interventions (new worker?) | EEF toolkit: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). | 5 |
| Whole staff training on PROACT-SCIPr | EEF toolkit: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £176,165**

# 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.

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| “Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic.  We do not recommend making direct comparisons with data from previous years or between schools or colleges.”  However our internal data would suggest that the pandemic had a greater impact on our disadvantaged pupils than non-disadvantaged.  Actions in addition to those in the strategy include:   * Introduction of Pathways to Read and Write (with a large focus on vocabulary) * Introduction of extended Monster Phonics scheme, with significant additional training * Work with the Behaviour Hub programme * Significant funding of Schools Led Tutoring to support with COVID catch-up * Significantly improved and extended, tiered approach to wellbeing / mental health support within school (including trained Mental Health lead) – measured through the Good Childhood Index * Significant changes to the curriculum structure, including the introduction of unifying key themes |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |