

## 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	Highley Community Primary School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	26.37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tom Plim
Pupil premium lead	Anita Ward
Governor/Trustee lead	Jennifer Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,425
Recovery premium funding allocation this academic year	*For 2020-21, £17,920 was the school's allocation (£80/child on basis of 224 on role). 2021-22 tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Based on last year's recovery -£107,345

## Part A: Pupil premium strategy plan

### Statement of intent

At Highley Community Primary School we want the Pupil Premium funding to make a difference. It is used to help our pupils to overcome any challenges they may encounter, embedding our whole school vision of learning. We endeavour to use the Pupil Premium grant to maximum effect to ensure that disadvantage is no barrier to participation and achievement. We aspire to provide opportunities in all aspects of school life, for our disadvantaged children to be the very best that they can and to develop a lifelong love of learning and to develop high aspirations and ambitions for their future whilst here at Highley Community Primary School.

Our approach will carefully consider and be responsive to the challenges faced by our pupils. These will be identified through the use of diagnostic assessments, not assumptions or generalisations made around disadvantage. To address these challenges, appropriate and carefully selected strategies will be adopted. Inevitably, many of the challenges identified are not just specific to our disadvantaged pupils and the strategies used will have a whole school impact. Similarly, the approaches we adopt will complement each of our values to support pupils in fulfilling our vision, ensuring that they are challenged in everything that they do.

Our strategy is fully embedded within our school development plan and the challenges identified for our disadvantaged children are clearly linked to the following goals outlined in the plan:

- To ensure support for all children to catch up lost ground following the disruptions of Covid, with a particular focus on children with SEN, vulnerable and disadvantaged pupils.
- Continuously improve, developing quality and consistency in teaching and learning
- To improve levels of attendance of disadvantaged pupils.

Our approach sees high quality teaching at the heart of our approach as this is proven to have the greatest impact on closing the disadvantaged attainment gap as well as benefitting the non-disadvantaged in our school. It is our intended outcome that there will be progress for the disadvantaged pupils alongside sustained and improved attainment for the non-disadvantaged.

To make sure that this strategy is effective, we have identified that early intervention is key and that this is a whole school approach in which all staff take responsibility for our disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will create a no glass ceiling culture, eliminating any unconscious bias towards the disadvantaged pupils. The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' provision to each Year Group - providing small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to also target also high attaining children on Free School Meals to achieve Age Related Expectations that are at greater depth
- Transition from primary to secondary and transition internally and into EYFS from pre-schools.
- Additional learning support
- Pay, where needed for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software where appropriate
- To extend PE provision by offering after school clubs and provision during some holidays
- To allow the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during lunchtimes and some afternoons by providing activities to engage and promote our school values and thus enhance learning

Information updated as of Dec 2021

Year R	5
Year 1	12
Year 2	5
Year 3	12
Year 4	13
Year 5	11
Year 6	11
Total	69

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality - our attendance data for the academic year 2020 – 2021 shows that the attendance of our disadvantaged children is currently not in line with the rest of the school or meeting the schools target of 96%.
2	Using internal data from the academic year 2020-2021, a significant percentage of our disadvantaged children are currently working below expected levels in reading, writing, and mathematics.
3	Through pupil surveys and observations, our disadvantaged children are not all experiencing enriched opportunities for play and learning within and beyond the classroom which is having an impact on their emotional wellbeing, behaviour and attainment.
4	Assessments, discussions, and observations of our disadvantaged children show that their listening skills are poor and that there are gaps in their vocabulary and understanding, all of which will be making an impact on their attainment.
5	Through weekly data collection from reading records and the monitoring of online platforms that the school subscribes to, our disadvantaged children are not consistently engaging with reading at home or completing online activities (including spellings, times tables and maths activities) outside of the school setting.

## 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 achieve and sustain improved attendance for our disadvantaged pupils.	Attendance for the disadvantaged pupils is at 96% or greater. Attendance for the disadvantaged pupils is the same as or greater than the rest of the school. Attendance for the disadvantaged pupils will be maintained at these levels.
Improved reading attainment for disadvantaged pupils by the end of key stage 2	Key stage 2 reading outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards
Improved writing attainment for disadvantaged pupils by the end of key stage 2	Key stage 2 writing outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards
Improved maths attainment for disadvantaged pupils by the end of key stage 2	Key stage 2 maths outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards

Accelerated progress in reading, writing and maths for disadvantaged pupils	Progress scores for disadvantaged pupils will exceed progress scores for non-disadvantaged pupils by 2023/24
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Our disadvantaged children can access a wide range of resources to support their emotional wellbeing for example our family support worker, nurture provision, and outside agency support such as BEAM.</p> <p>Additional work with parents completed to enable them to access Early Help.</p> <p>Through pupil voice, observations and surveys our disadvantaged pupils can demonstrate higher levels of wellbeing.</p>
Improved oracy, listening skills and vocabulary amongst our disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is apparent when combined with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Use of data from 'TALK Boost' for EYFS and notes from SALT (both internal and external provision).</p>
Our disadvantaged pupils will participate in greater and sustained participation of home learning.	<p>Monitoring of learning platforms used at home will show an increase of participation for our disadvantaged pupils and this will be sustained.</p> <p>Monitoring of reading records will show a sustained increase in reading for our disadvantaged cohort at home or with other adults in school.</p> <p>Pupil and parent voice will identify what the children are engaging with homework at home and if it is enjoyed.</p>

### 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: £59,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mastery Teaching</b>  Continued Training of teachers as 'Primary Mastery teachers' to develop their own practice of teaching for mastery as well as implementing and embedding the principles across the school.	<p>The programme is central to addressing the Maths Hubs strategic priority of embedding the teaching for mastery approach in primary schools so that pupils develop the deep knowledge and understanding they need to be fully prepared for the secondary mathematics curriculum:</p> <p><a href="https://www.booleanmathshub.org.uk/workgroups/leadership/primary-mastery-specialists-cohort-4/">https://www.booleanmathshub.org.uk/workgroups/leadership/primary-mastery-specialists-cohort-4/</a></p> <p>This approach is supported by the findings from a report published in (2017) by the Fair Education Alliance which looked at schools with good outcomes for disadvantaged children in maths. It's investigation of 20 schools and Early Years providers, highlights the factors in their success. Many of the schools cite teaching for mastery as a key factor:</p> <p><a href="https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/58aaeac429687f223f0ff369/1487596235907/FEA+Numeracy+Report_FV.pdf">https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/58aaeac429687f223f0ff369/1487596235907/FEA+Numeracy+Report_FV.pdf</a></p>	2
Retrieval Practice £200	<p>School improvement advisor training staff to teach and work with pupils enhancing their retrieval practice skills and application of prior knowledge:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace-2">https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace-2</a></p>	2,4

Feedback training	<p>Staff training regarding effective feedback and marking. Review of strategies used and effectiveness for pupils.</p> <p>Peer tutoring impact referenced: +6months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Exploring formative assessment research:</p> <p><a href="https://teacherhead.com/2019/01/10/revisiting-dylan-williams-five-brilliant-formative-assessment-strategies/">https://teacherhead.com/2019/01/10/revisiting-dylan-williams-five-brilliant-formative-assessment-strategies/</a></p>	2,4
Reduction of class sizes	<p>Class sizes reduced by funding of additional teacher in KS2:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	2,3,4
£46,867		
Increased parental support for pupils (parental support and engagement)	<p>Training session aimed at parents – ‘how to support your child’ during spring term</p> <p>(non-contact x3 sessions for core subject leaders to deliver workshops - 4 hours in total)</p> <p>The EEF reports that additional homework can have an impact of up to +5 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	2,5
<p><b>Release Time for lead of Disadvantaged Pupils</b></p> <p>8 x half days for the Disadvantaged lead to carry out close monitoring of the disadvantaged pupils against the above identified challenges using a range of techniques eg book sampling, pupil voice,</p>	<p>Lead to monitor alongside subject leaders in maths and English narrowing the attainment gap through continual CPD for staff and monitoring of data, lessons, books.</p> <p>Lead TA performance Management 6x days a year with a focus on attainment of disadvantaged pupils.</p> <p>Investigate current research and upcoming interventions to further support learning of disadvantaged pupils.</p>	1, 2, 3, 4, 5

<p>2 x half days for Disadvantaged lead to complete professional development linked to the role</p> <p>£1,471</p> <p>English lead and maths lead subject leadership allocated time per week- 1xpm each</p> <p>£10,550</p>	<p>Staff additional CPD during staff meetings- ref fluid staff meeting timetable.</p> <p>Training given to TAs regarding interventions-(PP Lead, Phonics lead and SLT) Accelerated reading/times table support/arithmetic/phonics:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small Group and Tuition (Catch-up)</b></p> <p>Using a qualified teacher to deliver appropriate catch-up activities and initiatives across the school.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. School using Third Space Learning:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2,5
<p><b>Talk Boost</b></p> <p>Implementation Talk Boost in EYFS</p> <p>HLTA in Reception SALT intervention in KS1 4x pm per week- £4, 749</p>	<p>The intention is that through using this intervention with children during their reception year, it will reduce the need for SALT support as they move into KS1, as we know that speech and language difficulties can affect a range of aspects of children's development and progress including their academic and social skills.</p> <p>The EEF report the impact of a communication and language approach- <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	2, 4



<p><b>Allocation of Teaching Assistants</b></p> <p>Through the allocation of TAs we are able to give focused support and interventions in key areas and to gain as much early intervention as possible.</p> <p>Cost re afternoon TAs:</p> <p>Y3/4 – 5 x PM sessions per week - £6,294 Y5/6 – 5 x PM sessions per week - £6,947 Y5/6 – 3 x PM sessions per week - £3,776</p> <p>Budget for LSAT/EP: £1000</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Additional 'bespoke' support and intervention for all PP pupils across EYFS, KS1 and KS2:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Identified individuals highlighted within performance management and referenced from EP reports and LSAT costs:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2, 3, 4</p>
<p><b>To support the screening for interventions for pupils with Dyslexia</b></p> <p>1xam per week -£1,851</p>	<p>TA supported and trained in initial dyslexia screening and then visual stress and overlay screenings. 1x AM per week.</p> <ul style="list-style-type: none"> <li>• Whole school dyslexia training</li> <li>• TA lead Toe by Toe interventions</li> <li>• SNIP used and adapted across school according to pupil needs</li> <li>• Use of Word Wasp</li> <li>• Use of Hornet intervention</li> <li>• </li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2,3,4</p>

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

Budgeted cost: £31,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PP Lead</b> 1 day per term £956	Observation, TA support, intervention planning and working alongside family support worker and attendance lead:  <a href="https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8578.2007.00481.x">https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8578.2007.00481.x</a>	2,3,4,5
<b>Nurture Provision</b>  4 x PM lead per week - £5,660 4 x PM TA support per week - £5,035  Family Support worker - 2 days per week - £8346	TA to support the Nurture Lead to stop issues before they start, working alongside family support worker. Boxall Profile assessments where necessary for children working within small nurture groups:  <a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a>  <a href="https://www.education-ni.gov.uk/publications/impact-and-cost-effectiveness-nurture-groups-primary-schools-northern-ireland-full-evaluation-report">https://www.education-ni.gov.uk/publications/impact-and-cost-effectiveness-nurture-groups-primary-schools-northern-ireland-full-evaluation-report</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>	3,4,5
<b>Lunchtime support</b>  Sports coach 5x30 minutes to provide high quality games and activities to engage pupils per week - £4005	Sports coach supporting 5x30 minutes of lunchtimes  Sports ambassador training and support during playtimes  Sports equipment monitored and used during lunchtimes:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3
<b>Breakfast Club</b>  To pay for children to attend breakfast club to promote attendance and a healthy start to the day.  Children accessing in breakfast club at	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. All children enter school with option of received ¼ to ½ a bagel daily (Magic Breakfast):  <a href="https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs">https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</a>	1, 3

<p>no cost - £3,510 per year.</p> <p><b>Magic breakfast</b> *costs as yet not incurred (*£4,352)</p>		
<p><b>After School Clubs, Trips, (including Residential) and Music Tuition</b></p> <p>Subsidised Arthog Y6 residential - £400</p> <p>Subsidised Y4 Pioneer residential - £200</p> <p>(£100 contribution towards Arthog, £50 contribution towards Pioneer)</p>	<p>Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities can also have an impact on attendance due to the requirement to be in school to attend:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1,3
<p><b>Provision of uniform</b></p> <p>Budget - £50 per pupil per year- £2,900</p>	<p>School to budget for pupils needing uniform:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	
<p>Increased parental support for pupils</p> <p>Parental support and engagement</p>	<p>Training session aimed at parents – ‘how to support your child’ during spring term</p> <p>(non-contact x3 sessions for core subject leaders to deliver workshops - 4 hours in total)</p> <p>The EEF reports that additional homework can have an impact of up to 5 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	2,5

**Total budgeted cost: £ 114,717**

## 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 end of year data for the academic year 2020 – 2021 showed that a significant number of our disadvantaged pupils were performing below the expected levels. Alongside this, we have seen through various monitoring methods that oracy and emotional wellbeing have also been impacted. Primarily, we are attributing this to Covid related issues. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020 – 2021 were not fully met.

Primarily, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During the turbulent times of Covid, we endeavoured to ensure that our disadvantaged families received as much support as possible. Where possible, our vulnerable and disadvantaged pupils were able to continue to attend school during times of lock down. Where this did not happen, a robust plan to support these pupils was put in place to ensure access to home learning and to monitor wellbeing. However monitoring of those at home, saw a lack of engagement with any form of learning.

Attendance is a focus on our current plan for our disadvantaged cohort, as last year we saw a dip from previous years and it is also lower than the rest of the school and slipping away from the school's target of 96%.

### Externally provided programmes

Programme	Provider
After school clubs:	
Ukelele	Shropshire Music Service
Drama	Stagecoach
HAF	HAF

### Service pupil premium funding (optional)- No children eligible

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children from Armed Forces families on roll during 2020-21
What was the impact of that spending on service pupil premium eligible pupils?	No children from Armed Forces families on roll during 2020-21

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- **Curriculum focus around retrieval practice:** We aim to expose children to a wider range of topic specific vocabulary. Vocabulary
- **Additional reading and phonics for the bottom 20%:** using a range of staff, children identified in the bottom 20% of readers will have 1:1 or small group daily sessions with a focus on blending in their head (Fred in Head) and filling gaps in phonic knowledge and reading
- **Robust monitoring of attendance**
- **Staff training, monitoring and support on Assess, Plan, Do, Review Process:**
- **Use of pupil progress meetings to discuss our disadvantaged pupils**
- **Professional growth projects**
- **Collaborative reflection of initiatives and revisions to the planning and delivery of curriculum subjects**
- **Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration**