# Pupil premium strategy statement – Highters Heath Community School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| **Detail**  | **Data**  |
| Number of pupils in school  | 177 |
| Proportion (%) of pupil premium eligible pupils  | 99/177 (56%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  | 2022 – 2023 to 2024-2026 |
| Date this statement was published  | September 2022  |
| Date on which it will be reviewed  | September 2023  |
| Statement authorised by  | Julie Aulton  |
| Pupil premium lead  | Julie Aulton  |
| Governor / Trustee lead  | Hayley Wadley  |

## Funding overview

|  |  |
| --- | --- |
| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £160,660 |
| Recovery premium funding allocation this academic year  | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* *\*Recovery premium received in academic year 2021 to* *2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £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*  | £160,660 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| When deciding on how best to support all children in our school, it is important to consider the children, families and their backgrounds and the community we serve. This means identifying the challenges that can arise for our children. We use research from the Education Endowment Foundation to identify areas for development to improve outcomes and opportunities for our disadvantaged children to achieve at least the age-related expectation in all areas of the curriculum. We want our disadvantaged children to make better than expected progress to close the gap between disadvantaged and non-disadvantaged children. We want our children to have the best start to their education so that they are ready to start secondary school. We also consider the challenges faced by vulnerable children, such as those who have a social worker assigned to them, and those with SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for the pupil premium funding or not. High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit the non-disadvantaged children in the school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged children’s 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 for children whose education has been worst affected, including non-disadvantaged children. 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 children excel. Our key principles: * We will adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations and aspirations.
* We will ensure high-quality teaching and learning is supported through robust research-based approaches in developing both staff and children.
* We will ensure disadvantaged children are challenged in the learning they are set.
* We will ensure wider experiences are available for all disadvantaged children.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and child or group of children the school legitimately identifies 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  | MAT disadvantaged review, assessments, observations, and discussions with children indicate low language and communication skills with gaps in vocabulary knowledge.  |
| 2  | MAT disadvantaged review, assessments, observations, and discussions with children show a lack in metacognitive skills.  |
| 3 | Our observations and discussions with children and families have identified social and emotional issues for many of the children.  |
| 4 | MAT disadvantaged review shows pupils have low cultural capital. |
| 5 | Attendance data from the academic year 2021-2022 indicated that attendance among disadvantaged children has been lower than for non-disadvantaged children. More of our disadvantaged children have been ‘persistently absent’ compared to their peers during that period. Absenteeism negatively impacts pupil progress.  |

## 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**  |
| Improved oral language skills and vocabulary among disadvantaged children.  | Assessments and observations indicate improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  |
| Improved phonics attainment among disadvantaged children.  | The phonics check will show very little disparity between disadvantaged and non-disadvantaged children.  |
| Improved attainment at the end of Year 6 in reading, writing and maths, particularly for disadvantaged children.  | End of KS2 results show more disadvantaged children achieve age related expectations in reading, writing and maths.  |
| To achieve and sustain improved wellbeing for all children in our school, particularly among disadvantaged children.  | Sustain high levels of wellbeing from 2024- 25 demonstrated by: • Qualitative data from child and parent surveys and teacher observations.  |
| To achieve and sustain improved attendance for all children, particularly our disadvantaged children.  | * The overall absence rate for all children being no more than the national average, and the attendance gap between disadvantaged children and non-disadvantaged children is reduced from the 2021 - 2022 figure.
* The percentage of all children who are persistently absent being below the national average and the gap between disadvantaged children and their peers reducing.
 |

## 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: £80,000

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Excellent teaching in all year groups. Priority as all children achieve best through effective class teaching, linked to school development plan.  • Use of CPL approach based on Rosenshine’s Principles of Instruction  | There is strong evidence that supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It also says that promoting effective professional development improves classroom practice and pupil outcomes.  EEF statement on closing the disadvantage gap using  | 1, 2, 3, 4  |

|  |  |  |  |
| --- | --- | --- | --- |
| * Leadership release time to support planning and paired teaching.
* Cover for supported observations
* Coaching for all teachers
* Improve subject knowledge.
* Planning clinics.
* Improve children’s metacognition to develop resilience and independence.
 | metacognition: There is some evidence to suggest thatdisadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  |  |  |
| Use of oracy to improve language and vocabulary for all to raise attainment in all subjects Priority identified as many children arrive at school with lower than-average communication and language skills, many children disadvantaged through language poor backgrounds. • Focus in EYFS to on language development for all • Oracy taught throughout the school to improve children’s communication skills. | There is strong evidence that suggests that oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.   |  | 1  |
|  | EEF statement on closing the disadvantage gap using Oral  |
| Language Interventions: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral Language Interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with their peers, particularly when this is provided one-to-one. |
|  |  |
|  |

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

Budgeted cost: £60,660

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures. Priority identified as historic data shows children in KS2 do not perform as well as disadvantaged children nationally (note: no KS2 (published) data available for 2020-22 due to COVID19 restrictions). * Read Write Inc groups to be continued throughout lower key stage 2.
* Smaller teaching groups in Year 6 to enable increased focus of teaching.
* Small group interventions.

• Use of pupil progress meetings to track progress of disadvantaged children. Use of assessment for learning and summative assessment date to ensure gap are closing.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one to one and in small groups.  EEF statement on closing the disadvantage gap using One-to-One Tuition and Small Group Tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.  | 1, 2, 3, 4  |
| To reduce number of disadvantaged children assessed to be working at SEND Universal Provision Priority identified as percentage of disadvantaged children with identified SEND is higher than the percentage of disadvantaged children in school. * Wellcomm assessments and interventions to take place in EYFS and Y1 as appropriate.
* Small group phonic intervention as needed.
 | There is strong evidence that suggests that oral language and synthetic phonic interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.  EEF statement on closing the disadvantage gap using Phonics: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  | 1 |

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

Budgeted cost: £20,000

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Pastoral Manager to support families with attendance and acute need.Priority identified as overall school attendance has historically been below national average with a small number of families with multiple  | There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life.  EEF social and emotional learning pdf.  The DfE guidance to reduce levels of absence and persistent absence. | 5 |

|  |  |  |
| --- | --- | --- |
| difficulties requiring intensive support. * To continue work with families with poor attendance offering support as appropriate.
* To improve parental engagement with school initiatives
* Use of pastoral team to support children with acute SEMH need including one to one and small group interventions by Learning Mentor.
 | has been used to inform our support for families who struggle with school attendance.    |  |
| Contingency fund for acute issues.  | Based on our experiences we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.  | 1, 2, 3, 4, 5  |

**Total budgeted cost: £160,660**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged children was lower than their non-disadvantaged peers in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to COVID-19 impact which disrupted all subject areas to a varying degree. As evidenced in schools across the country school closure was most detrimental to disadvantaged children. We continued to provide high quality curriculum and provision during the partial school closures and used a variety of online tools to support this. We were also able to provide a laptop computer or additional Wi-Fi/data to all children who reported having difficulty accessing online content and teaching. However, many parents were inclined to take up the offer and as a result many children didn’t fully engage.

Although overall attendance was significantly lower than preceding years, this can be attributed to absence due to the COVID-19 pandemic. Attendance has been difficult for our school community for some years now and is a major focus. We are tenacious with our monitoring and support for families who struggle with attendance.

Our observations indicated that social and emotional development as well as children’s mental health were affected by the disruptions caused by the school closures and other changes to provision in the school due to the COVID-19 pandemic. We used pupil premium funding to provide targeted wellbeing support for all children and interventions where required. We continue to support children who show signs of poor mental health or difficulties with socialising or making sense of their emotions. This remains a focus of our strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| **Programme**  | **Provider**  |
| Wellcomm  | GL Assessment  |
| TT Rockstars  | TT Rockstars  |
| Mathletics  | Lexia  |

## Service pupil premium funding (optional)

|  |
| --- |
| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**  |
| N/A  |
| **The impact of that spending on service pupil premium eligible pupils**  |
| N/A  |

#

# Further information (optional)

|  |
| --- |
|  |