

# Pupil premium strategy statement – Highters Heath Community School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	173
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024 - 2025 2022 - 2025
Date this statement was published	31.12.24
Date on which it will be reviewed	01.12.24
Statement authorised by	Julie Aulton
Pupil premium lead	Julie Aulton
Governor / Trustee lead	Lisa Andrews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162 960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£178,910

# Part A: Pupil premium strategy plan

## Statement of intent

Highters Heath Community School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have an established and experienced senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a one-form entry primary school in Warstock, South Birmingham, in an area of significant deprivation.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance, which is purposeful, transparent, and focussed on the main thing, improving teaching and learning.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF.

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 such as a limited experiences to base new learning upon.
5	Attendance data from the academic year 2022-2023 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 each Key Stage in reading, writing and maths, particularly for disadvantaged children.	End of Key Stage 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 2022 - 2023 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: £95,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Excellent teaching in all year groups. Priority as all children achieve best through effective class teaching, linked to school development plan</li> </ul>	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.	1, 2, 3, 4

<ul style="list-style-type: none"> <li>• Use of CPL approach based on Rosenshine's Principles of Instruction and Walk Thrus</li> <li>• Leadership release time to support planning and paired teaching</li> <li>• Cover for supported observations</li> <li>• Coaching for all teachers</li> <li>• Improve subject knowledge</li> <li>• Planning clinics</li> <li>• Improve children's metacognition to develop resilience and independence.</li> </ul>	<p>EEF statement on closing the disadvantage gap using</p>	
<p>Use of oracy to improve language and vocabulary for all to raise attainment in all subjects</p> <p>Priority identified as many children arrive at school with lower than-average communication and language skills, many children disadvantaged through language poor backgrounds.</p> <ul style="list-style-type: none"> <li>• Focus in EYFS to on language development for all</li> <li>• Oracy taught throughout the school to improve children's</li> </ul>	<p>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.</p> <p>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.</p>	<p>1</p>

communication skills.		
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## 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
<p>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.</p> <ul style="list-style-type: none"> <li>Wellcomm assessments and interventions to take place in EYFS and Y1 as appropriate</li> <li>Small group phonic intervention as needed.</li> </ul>	<p>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.</p> <p>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.</p>	1

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

Budgeted cost: £22,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance Lead to support families with attendance and acute need.</p> <p>Priority identified as overall school attendance has historically been below national average with a small number of families with multiple difficulties requiring intensive support.</p> <ul style="list-style-type: none"> <li>• To continue work with families with poor attendance offering support as appropriate</li> <li>• To improve parental engagement with school initiatives</li> <li>• Use of pastoral team to support children with acute SEMH needs including one to one interventions by Malachi.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life.</p> <p>EEF social and emotional learning pdf.</p> <p>The DfE guidance to reduce levels of absence and persistent absence.</p>	<p>5</p>
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**Total budgeted cost: £178,910**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the 2023-2024 academic year.

Aim	Outcome	Evaluation															
Improved oral language skills and vocabulary among disadvantaged children.	Data and observations show that standards of oracy have improved for our disadvantaged pupils.	Oracy is becoming a strength of the school and our aim is to continually build on existing practice in school to further enhance outcomes for all pupils.															
Improved phonics attainment among disadvantaged children.	Highters Heath All – 92% Highters Heath disadvantaged – 88% National disadvantaged – 80%	Although the data at Highters Heath is strong and exceeds national data, our aim is to ensure the gap between disadvantaged and non-disadvantaged pupil groups remains a focus.															
Improved attainment at the end Key Stage 2 in reading, writing and maths, particularly for disadvantaged children.	<p>KS2 data:</p> <table border="1" data-bbox="465 1379 978 1821"> <thead> <tr> <th></th> <th>National disadvantaged</th> <th>Highters Heath disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading ARE</td> <td>48.3%</td> <td>71%</td> </tr> <tr> <td>Writing ARE</td> <td>58%</td> <td>76%</td> </tr> <tr> <td>Maths ARE</td> <td>58.6%</td> <td>76%</td> </tr> <tr> <td>Combined ARE</td> <td>45%</td> <td>62%</td> </tr> </tbody> </table>		National disadvantaged	Highters Heath disadvantaged	Reading ARE	48.3%	71%	Writing ARE	58%	76%	Maths ARE	58.6%	76%	Combined ARE	45%	62%	<p>Pupil outcomes in reading, writing and maths are strong and pupils make good progress from their starting points.</p> <p>The focus now is to continue improve outcomes and close the gap between disadvantaged and non-disadvantaged groups of pupils.</p>
	National disadvantaged	Highters Heath disadvantaged															
Reading ARE	48.3%	71%															
Writing ARE	58%	76%															
Maths ARE	58.6%	76%															
Combined ARE	45%	62%															
To achieve and sustain improved wellbeing for all	Pupil behaviour, attitudes and wellbeing is a key strand on our school improvement plan 24-25. At	Improved and sustained wellbeing for all pupils will remain a high priority															

children in our school, particularly among disadvantaged children.	Highters Heath, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Highters Heath community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way.	particularly among disadvantaged children
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>National attendance for 2024 – 2025 – 92.5%</p> <p>Overall attendance for 2024 – 2025 – 93.12%</p> <p>Attendance for disadvantaged pupils at Highters Heath – 92.25%</p>	Attendance will remain a priority at Highters Heath.

## 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

## 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)

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