

# 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	Highwoods Primary
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Annually
Statement authorised by	Headteacher, Inclusion Manager and Governing Body
Pupil premium lead	Martha McLewin
Governor / Trustee lead	Hannah Cooper

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Recovery premium funding allocation this academic year	£11,020
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	£96,020

## Part A: Pupil premium strategy plan

### Statement of intent

We want to enable all of our pupils from disadvantaged backgrounds to achieve their full potential and thrive. Our culture is to ensure that all of our pupils are safe and feel valued. We recognise that there are a number of vulnerable pupils outside of PPG that will benefit from this strategy.

High- quality teaching and high expectations are at the heart of our approach. We recognise that quality first teaching is only successful if staff have the expertise to meet the needs of all children and all of our pupils have equitable access to trained staff and a broad and balanced curriculum.

Our approach is to form positive relationships with our pupils and families. This allows us to build trust with our families so that we can support them. Strong relationships with pupils impacts on teaching and learning. For example, new adapted feedback policy in staff training is integral in delivering effective feedback to our pupils to ensure progress.

Our strategy is underpinned by our curriculum values of:

- resilience;
- inspiration;
- aspiration;
- accessibility.

Our approach will be responsive to the contextual challenges to our school and individual needs of our pupils.

We recognise that early intervention is essential in order to support our pupils and their families.

### Challenges

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

Challenge number	Detail of challenge
1	While our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been broadly in line with the rest of the school and above national thresholds, observations, data and discussions with parents highlight that the pandemic has impacted greater on pupils from disadvantaged backgrounds, whose attendance needs

	<p>monitoring and intervention in order to continue to be high. Attendance data from the start of the 2021 year shows that where children are significantly below the 90% threshold for being classed as a persistent absentee, children from disadvantaged backgrounds are increasingly likely to be significantly below this threshold than their peers.</p>												
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Data source includes Foundation stage baseline assessments and observations from 2021 and assessments from the end of Foundation stage 2021 show only 63% of pupils achieved GLD. WellComm data for current EYFS:</p> <table><tr><td></td><td>Red score</td><td>Amber score</td><td>Green score</td></tr><tr><td>PPG</td><td>20%</td><td>40%</td><td>40%</td></tr><tr><td>Non- dis</td><td>24%</td><td>16%</td><td>60%</td></tr></table> <p>This reflects data through the school where children from disadvantaged backgrounds reading attainment is lower than their peers PPG compared with non PPG reading attainment-</p> <p>Year 1- no issue Year 2- 36% behind their peers Year 3- 19% behind their peers Year 4- no issue Year 5- 16% behind Year 6- 46% behind</p>		Red score	Amber score	Green score	PPG	20%	40%	40%	Non- dis	24%	16%	60%
	Red score	Amber score	Green score										
PPG	20%	40%	40%										
Non- dis	24%	16%	60%										
3	<p>Teacher and parent referrals for pupils in need of support have significantly increased during the pandemic. 91 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs and are identified on our vulnerable list:</p> <p>EWMHS recent referral- 1 PPG and 2 non- PPG Counselling- 2 PPG and awaiting 1 referral and 7 non- PPG Thrive- 8 PPG and 13 non- PPG Additional Forest School provision- 2 PPG and 3 non- PPG Lunch bunch- 15 PPG and 14 non- PPG Family support liaison- 1 PPG and 5 non- PPG Play therapy- 5 PPG and 6 non- PPG 1:1 support in different capacity to support regulation or scaling- down of historic provision- 4 PPG and 7 non- PPG Social skills- 3 PPG and 7 non- PPG</p>												

4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>PPG compared with non PPG at Highwoods:</p> <p>Maths</p> <p>Year 1- 9% behind their peers</p> <p>Year 2- 40% behind their peers</p> <p>Year 3- 22% behind their peers</p> <p>Year 4- no issue</p> <p>Year 5- no issue</p> <p>Year 6- 35% behind their peers</p>
5	<p>Observations and evidence from teacher assessments show that a large majority of children regressed or stagnated in their writing progress through both lockdowns, but those from disadvantaged backgrounds were impacted greater.</p> <p>PPG compared with non PPG writing attainment</p> <p>Year 1- 15% behind their peers</p> <p>Year 2- 36% behind their peers</p> <p>Year 3- 16% behind their peers</p> <p>Year 4- no issue</p> <p>Year 5- no issue</p> <p>Year 6- 53% behind their peers</p>

## 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 continue to maintain high attendance for all pupils.	<ul style="list-style-type: none"> <li>Attendance will be individually tracked for all pupils and reviewed half termly.</li> <li>Engagement with families with attendance below 90%- to put a plan in place to support.</li> <li>Where Covid related factors are impacting on attendance for pupils, including those identified as PPG, the school will work closely with families to find a solution.</li> </ul>

	<ul style="list-style-type: none"> <li>• Funding before and after school clubs for pupils to interact with peers, build friendships and improve self- esteem.</li> <li>• Accessing family liaison officer.</li> <li>• External counselling and wellbeing support for all pupils who are in need.</li> </ul>
Limited Experiences and opportunities to develop oracy. This is pertinent to our youngest pupils in the school who have seen opportunities reduced further due to COVID.	<ul style="list-style-type: none"> <li>• Provide rich environments that promote oracy and language- this includes book corners, role play areas and continuous provision in Foundation stage and Year 1.</li> <li>• Well stocked library for infants and juniors with high quality books</li> <li>• Opportunities for children to use language in their play and socialising will be maximised- this includes playtimes, lunchtimes</li> <li>• Forest school provision for all children in the school</li> <li>• Enhanced Forest school provision for pupils as identified as having extra need, including those pupils who are PPG.</li> <li>• Increased visitors and guest speakers into school</li> <li>• School trips and enrichment events will be accessed and available for all pupils</li> <li>• Reading support for pupils for are not making expected progress, including those who are disadvantaged</li> </ul> <p><i>Early assessment using WellComm screening and EAL champion will monitor all pupils into the school and those with EAL.</i></p>
To enable pupils are in need of mental health support to have access to provision and long-term supportive strategies	<ul style="list-style-type: none"> <li>• Pupils identified and able to access Thrive,</li> <li>• Therapy sessions with play therapist for children exposed to significant trauma</li> <li>• Child first counsellors available for all pupils</li> <li>• Lunch Bunch and nurture provision for increased unregulated time support,</li> <li>• Support for parents through family support worker and play therapist.</li> </ul>
To improve the reading, writing and maths attainment data so that PPG pupils achieve more in line with their peers and national averages.	<p>Percentage increase towards national standard of all pupils in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>• Children who are not making expected progress or are in danger of not meeting national standards are tracked by disadvantaged champion</li> <li>• Performance management targets reflect pupils, including those who might be PPG, who are not making expected progress from key benchmarks.</li> </ul>

	<ul style="list-style-type: none"> <li>Where children might be SEND and PPG, the SENCO supports staff to enable children to make progress and access the curriculum. Individual children's one plans and EHCPs will reflect the level of need and support.</li> </ul> <p><i>Data and knowledge of current cohorts does not show any overarching trends but is cohort specific.</i></p>
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## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greater understanding of the challenges pupils and schools face in raising standards for pupils, including those who are eligible for PP.	<a href="#">Addressing the catch up conundrum   Durrington Research School</a>  <a href="#">2017 18 Achievement Unlocked Summary Update Report 25.6.18.pdf (northyorks.gov.uk)</a>  <a href="https://www.google.com/search?q=closing+the+gap+education&amp;rlz=1C1GCEA_enGB981GB981&amp;oq=closing+the+gap&amp;ags=chrome.1.69i57j0i512l9.4298j1j15&amp;sou rceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on">https://www.google.com/search?q=closing+the+gap+education&amp;rlz=1C1GCEA_enGB981GB981&amp;oq=closing+the+gap&amp;ags=chrome.1.69i57j0i512l9.4298j1j15&amp;sou rceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on</a>	1,2,3,4,5
Improve Quality First Teaching for all pupils, including those eligible for PP	<p>Staff CPD on quality first teaching-</p> <ul style="list-style-type: none"> <li>• Maths lead to use the EEF guidance based on a range of the best available evidence</li> <li>• Deputy Head to lead on Feedback policy and precision teaching</li> <li>• Deputy head to lead on metacognition learning, developing retrieval skills and retrieval practice</li> <li>• Autism training</li> <li>• SEND dyslexia and colour semantics</li> </ul> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf</a></p>	1,2,3,4,5
Embedding language activities across the school curriculum. These can support pupils to articulate key	<p>Sarah Halls- developing the understanding of oracy work with language across the school using</p> <p>Sharon Corton to work with teaching and non-teaching staff on Feedback Policy and Quality First teaching.</p>	2

ideas, consolidate understanding and extend vocabulary.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf</a>	
Whole staff training on behaviour management and de-escalation- approaches with the aim of developing our school ethos and continue to develop behaviour across school.	<p>Martha McLewin to deliver Staff training for all teaching and LSAs based on 'Step On' principles.</p> <p>Review of behaviour policy to develop and improve relationships with peers and staff between all pupils.</p>	1,3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted staffing to support pupils, including those for are eligible for PP funding, to make better progress.	<p>Additional support into Year 6 and 5 to target precision teaching and feedback.</p> <p>Additional adult support into Foundation stage and Year 2 to support smaller ratio of adults to children, and allow the development of social and emotional skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a></p>	2,4,5
Targeted 1:1 support with tuition	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Closely link the Catch up premium and recovery premium to pupils who are not on track or have the capacity to make even better progress with further support. Use internal data to identify pupils, including those who are eligible for PPG.</p>	1,2,4,5



	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</a>  Using high quality support staff to run small group and individual tuition for pupils, in order to allow children to make better progress.	
Increased staff to allow smaller RWI groups and targeted support for pupils whose learning is impacted by oracy deficiency.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Targeted additional adult support for children in infants in RWI and 1:1 reading	2
	<a href="https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf">https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf</a>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a broad a balanced curriculum for all pupils, including those who are disadvantaged	<ul style="list-style-type: none"> <li>• Corum PSHE curriculum and subscription</li> <li>• Music tuition for pupils identified</li> <li>• Forest school</li> <li>• Tuition after school so less narrowing of the curriculum for those pupils</li> <li>• Access for all pupils to clubs and trips</li> </ul>	2,5
Increased mental health provision for all pupils	<ul style="list-style-type: none"> <li>• Child First subscription to provide access to counsellors and Family support worker</li> <li>• Thrive subscription license and training</li> <li>• Play therapist</li> <li>• Family support worker</li> </ul>	3
Improve provision for high quality play at break and lunchtime	<a href="https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf">https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf</a>  New free play forest school area Play leader to support high quality play and engagement at play and break	1,2,3

	High quality resources and play equipment to encourage engagement.	
Forest School	<p>Every child in the school to access Forest school provision</p> <p>Identified children selected for extra Forest school provision to support development of social skills, confidence and self-esteem.</p> <p>Targeted small group Forest school provision for children with additional needs</p> <p><a href="https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf">https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf</a></p>	1,2,3,

**Total budgeted cost: £96020**