

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	429
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	Annually
Statement authorised by	Headteacher, Inclusion Manager and Governing Body
Pupil premium lead	Kate Bradley
Governor / Trustee lead	Tim Barraclough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,126
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£113,126

Part A: Pupil premium strategy plan

Statement of intent

Our vision statement Learning for Life is for all children to become equipped with the knowledge, skills and character needed to thrive and be the best version of themselves.

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 approximately 10% of our pupils who we have identified as vulnerable 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; all children are supported to be part of the pupil voice elections.

Our strategy is underpinned by our school 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 attendance	<p>While our attendance data over the last 6 years indicates that attendance among disadvantaged pupils has been broadly in line with the rest of the school (1% on average below non-disadvantaged pupils) and above national thresholds, observations, data and discussions with parents highlight the need for attendance to be monitored with interventions in place in order to continue to be high.</p> <p>For the academic year 2023,</p> <p>35% of children who are classed as persistent absentee (below 90% threshold) are from disadvantaged backgrounds, 65% non-disadvantaged (8/23 children v 15/23)</p> <p>Includes pupils in Y1 to Y6 inline with national reporting.</p>												
2 Oracy on entry to school	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Data source includes Foundation stage baseline assessments, observations and assessments from the end of Foundation stage.</p> <p>57% of pupils achieved GLD 2022/23.</p> <p>Early Speech and listening assessment using WellComm screening monitors EYFS pupils who raise concerns on entering the school.</p> <p>16/59 pupils were assessed using WellComm for the current 2023/2024 EYFS cohort as 25% of them were assessed to be below on entry for Speaking and listening.</p> <p>2 further SEND pupils (EHCP) and not included in the WellComm assessment data below:</p> <table><tr><td>At 48-60 months</td><td>Red score</td><td>Amber score</td><td>Green score</td></tr><tr><td>PPG - 5</td><td>20%</td><td>0%</td><td>80%</td></tr><tr><td>Non- dis - 11</td><td>0%</td><td>36%</td><td>64%</td></tr></table>	At 48-60 months	Red score	Amber score	Green score	PPG - 5	20%	0%	80%	Non- dis - 11	0%	36%	64%
At 48-60 months	Red score	Amber score	Green score										
PPG - 5	20%	0%	80%										
Non- dis - 11	0%	36%	64%										

<p>3 Attainment</p>	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils is not in line with their non-disadvantaged peers and in some year groups is below national attainment.</p> <p>PPG compared with non PPG maths attainment to reach expected standards: Year 1- 42% behind their peers Year 2- No issue (+1%) Year 3- 17% behind their peers Year 4- 18% behind their peers Year 5- 11% behind their peers Year 6- 20% behind their peers</p> <p>PPG compared with non PPG writing attainment to reach expected standards: Year 1- 42% behind their peers Year 2- No issue- in line with their peers Year 3- 33% behind their peers Year 4- 41% behind their peers Year 5- 14% behind their peers Year 6- 16% behind their peers</p> <p>PPG compared with non PPG reading attainment to reach expected standards: Year 1- 36% behind their peers Year 2- No issue (+5%) Year 3- 24% behind their peers Year 4- 47% behind their peers Year 5- 22% behind their peers Year 6- 17% behind their peers</p>
<p>4 Reading</p>	<p>When comparing ourselves to other schools with similar demographics, our lowest attaining KS2 pupils in reading are not in line with these schools.</p> <p>41% of lowest attaining pupils in reading are disadvantaged.</p> <p>Year 3 – 40% Year 4 – 57% Year 5 – 22% Year 6 – 50%</p>

<p>5 Additional SEMH needs</p>	<p>Teacher and parent referrals for pupils in need of support continue to increase. 74 pupils (27 of whom are disadvantaged - 36%) currently require additional support with social and emotional mental health needs and are identified on our vulnerable list:</p> <ol style="list-style-type: none"> 1. Child First counselling- 1 PPG and 3 non- PPG 2. Child First family liaison support – 4 PPG and 3 non-PPG 3. Thrive- 9 PPG and 10 non- PPG 4. Additional Forest School provision- 1 PPG and 5 non- PPG 5. Lunch bunch lunchtime club - 8 PPG and 18 non- PPG 6. Play therapy 1:1 - 4 PPG and 5 non- PPG 7. Play therapist self-esteem groups - 4 PPG and 4 non- PPG 8. LSA 1:1 support of varying degrees during a week to support regulation or scaling- down of historic provision- 5 PPG and 6 non- PPG 9. Boards Games group (social skills) – 1 PPG and 3 non PPG 10. Emotions/regulation group – 2 PPG and 2 non PPG 11. Sensory/regulation breaks – 2 PPG and 6 non PPG 12. Regulation Time end of day – 4 PPG and 3 non-PPG 13. Attention Autism - Bucket Time – 2 PPG and 7 non PPG 14. Mindfulness Yoga – 2 PPG and 6 non PPG 15. Zones of Regulation Check-ins – 3 PPG and 3 non PPG
--	--

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"> Attendance will be individually tracked for all pupils and reviewed half termly. Engagement with families with attendance below 90% - to put a plan in place to support. Funding before and after school clubs for pupils to interact with peers, build friendships and improve self-esteem. Accessing family liaison officer. External counselling and wellbeing support for all pupils who are in need.
Limited Experiences and opportunities to develop oracy.	<ul style="list-style-type: none"> Provide rich environments that promote oracy and language- this includes book corners, role play areas and continuous provision in Foundation stage and Year 1. Well stocked library for infants and juniors with high quality books Opportunities for children to use language in their play and socialising will be maximised- this includes playtimes, lunchtimes Forest school provision for all children in the school Enhanced Forest school provision for pupils as identified as having extra need, including those pupils who are PPG. Increased visitors and guest speakers into school School trips and enrichment events will be accessed and available for all pupils Reading support for pupils for are not making expected progress, including those who are disadvantaged
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"> Pupils identified and able to access Thrive Therapy sessions with play therapist for children exposed to significant trauma Child first counsellors available for all pupils Lunch Bunch and nurture provision for increased unregulated time support, Support for parents through family support worker and play therapist.

<p>To improve the reading, writing and maths attainment data so that PPG pupils achieve more in line with their peers and national averages.</p>	<p>Percentage increase towards national standard of all pupils in reading, writing and maths.</p> <ul style="list-style-type: none"> • Children who are not making expected progress or are in danger of not meeting national standards are tracked by disadvantaged champion • Continuing with the school's development of mastery teaching of maths • Pupil Progress meetings reflect discussions around pupils, including those who might be PPG, who are not making expected progress from key benchmarks. • 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. • SLT tracking lowest attaining children in reading across KS2- measuring fluency and accuracy and looking at reading habits and ensuring that their reading books are in line with their current attainment. • Ensuring that reading books available to pupils in KS1 reflect the phonic levels of children- purchase of RWI books and categorising current books to match RWI levels. • PPG Lead tracking individual children who are making less than expected progress from end of KS1; observations, teacher and pupil discussions. <p><i>Data and knowledge of current cohorts does not show any overarching trends but is cohort specific.</i></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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,424

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.	Addressing the catch up conundrum Durrington Research School 2017 18 Achievement Unlocked Summary Update Report 25.6.18.pdf (northyorks.gov.uk) https://www.google.com/search?q=closing+the+gap+education&rlz=1C1GCEA_enGB981GB981&oq=closing+the+gap&aqs=chrome.1.69i57j0i512l9.4298j1j15&sourceid=chrome&ie=UTF-8&safe=active&ssui=on	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"> • Maths lead to develop Mastery maths curriculum • Expanding precision teaching of times tables into year 3 • Deputy Head to lead on Feedback policy and precision teaching • Deputy head to lead on metacognition learning, developing retrieval skills and retrieval practice • Spelling Cue training • SEND dyslexia and colour semantics • Ensuring that reading books reflect the phonics attainment of children (purchase of additional books and categorising current books available) <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf</p>	1,2,3,4,5

Embedding language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<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> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf</p>	2, 3, 4
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 'Therapeutic Thinking' principles.</p> <p>Review of behaviour policy to develop and improve relationships with peers and staff between all pupils.</p>	1,3

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

Budgeted cost: £49,171

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 1 to support smaller ratio of adults to children, and allow the development of social and emotional skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>https://d2tic4wv01iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf</p>	1, 2,3,4,5

Targeted 1:1 support with tuition	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Use internal data to identify pupils, including those who are eligible for PPG.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Using high quality support staff to run small group and individual tuition for pupils, in order to allow children to make better progress.</p>	1,2, 3, 4,5
Increased staff to allow smaller RWI groups and targeted support for pupils whose learning is impacted by oracy deficiency.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Targeted additional adult support for children in infants in RWI and 1:1 reading</p> <p>EAL Champion to support language acquisition</p>	2, 4

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

Budgeted cost: £62,531

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"> • Corum PSHE curriculum and subscription • Music tuition for pupils identified • Forest school • Tuition after school so less narrowing of the curriculum for those pupils • Access for all pupils to clubs and trips 	1, 2,5
Increased mental health provision for all pupils	<ul style="list-style-type: none"> • Child First subscription to provide access to counsellors and Family support worker • Thrive subscription license and training • Play therapist • Family support worker 	1, 5
Improve provision for high quality play	<ul style="list-style-type: none"> • Play leader to support high quality play and engagement at play and break 	1,2,5

at break and lunchtime	<ul style="list-style-type: none"> • High quality resources and play equipment to encourage engagement • Lunch time club run by staff 	
Forest School	<ul style="list-style-type: none"> • Every child in the school to access Forest school provision • Identified children selected for extra Forest school provision to support development of social skills, confidence and self-esteem • Targeted small group Forest school provision for children with additional needs 	1,2,5

Total budgeted cost: £113,126