

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	446
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Paul Disley (Headteacher), Martha McLewin and Sam Jaques (Deputy Heads) and Trustees
Pupil premium lead	Kate Bradley
Governor / Trustee lead	Kieran King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,900
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	£106,900

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.

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.

The number of children who are eligible for PPG is 18%, which is broadly in line with national average, however a further 7% of pupils have been identified as 'vulnerable' who are not within these thresholds, yet need specific support and adapted provision, that will benefit from this strategy. Vulnerable in our school includes poor mental health in the child or family, financial vulnerability but not eligible for PPG, domestic violence, children previously or currently under social care and substance abuse within the family.

There are 83 children who are defined as having SEND needs which is 18% of the school population. 12 children have EHCPs, with a further 6 in the process of being assessed and 6 waiting to be referred.

There are 151 pupils who are defined as having EAL with 45 different languages spoken within our school or at home. This group of pupils are 34% of the school population (a percentage which has nearly doubled in the last 6 years) and well above the national average and very high for Colchester. In the Autumn term, 29 new pupils joined the school from years 1 to 6 with 83% of these pupils being at risk of underachievement by being classed within the thresholds of EAL, SEND or PPG. Of these 29 pupils, 72% are classed as EAL and 28% PPG.

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, the 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 7 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 for attendance to continue to be high.</p> <p>For the academic year 2024,</p> <p>31% of children who are classed as persistent absentee (below 90% threshold) are from disadvantaged backgrounds (13/42)</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.</p> <p>19 pupils (32% of cohort) have been identified as starting Reception year with Speech, Communication and Language Needs.</p> <p>12 pupils (86%) are at risk of being disadvantaged:</p> <p>37% SEND</p> <p>63% are EAL</p> <p>21% EAL and SEND</p> <p>5% PPG and SEND,</p> <p>5% PPG and EAL</p>

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Attainment

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.

Year 1

At expected standards	Reading	Maths	Writing
PPG pupils	80%	70%	70%
Non PPG pupils	92%	91%	89%

Year 2

At expected standards	Reading	Maths	Writing
PPG pupils	64%	45%	36%
Non PPG pupils	73%	69%	67%

Year 3

At expected standards	Reading	Maths	Writing
PPG pupils	75%	88%	63%
Non PPG pupils	82%	80%	81%

Year 4

At expected standards	Reading	Maths	Writing
PPG pupils	69%	63%	63%
Non PPG pupils	78%	76%	69%

Year 5

At expected standards	Reading	Maths	Writing
PPG pupils	55%	55%	44%
Non PPG pupils	88%	92%	75%

Year 6

At expected standards	Reading	Maths	Writing
PPG pupils	63%	54%	63%
Non PPG pupils	72%	80%	70%

<p>4 Risk of impact on attainment due to additional needs.</p>	<p>We recognise that 57% of our total school pupils are at risk of being disadvantaged - PPG, EAL and SEND.</p> <p>The number of children who are eligible for PPG is 18%. Of this total, 48% of pupils are further disadvantaged by having SEND or EAL or both.</p> <p>23% of PPG pupils have SEND which includes 2 pupils with an EHCP.</p> <p>21% of PPG pupils have EAL.</p> <p>4% of PPG pupils have both SEND and EAL. 1 of these 3 pupils has an EHCP.</p> <p>In Reception, Year 1 and Year 2 - 33% of PPG pupils are also SEND pupils.</p> <p>In Year 5 45% of PPG pupils are also SEND pupils with significant cognitive learning difficulties including one pupil with an EHCP and one further application in progress.</p> <p>The school has almost double the number of pupils identified as EAL in the last 6 years including 37% more EAL in the last year. The number of children who are PPG and EAL has risen by 500% in the last 6 years with 150% more EAL pupils also being PPG pupils in the last year.</p> <p>In Reception, 66% of PPG pupils are also EAL.</p> <p>In Year 4, 29% of PPG pupils are also EAL</p> <p>In Year 6, 25% of PPG pupils are also EAL.</p>
<p>5 Additional SEMH needs</p>	<p>Teacher and parent referrals for pupils in need of support continue to increase.</p> <p>55% of SEND pupils - 46 pupils (35% of whom are PPG pupils (16 pupils) currently require additional support with social and emotional mental health needs and are identified on our vulnerable list.</p> <p>A further 7% of pupils have been identified as 'vulnerable' who are not within the thresholds of PPG, EAL or SEND, but may be at risk of under achievement due to SEMH needs.</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
<p>To continue to maintain high attendance for all pupils.</p>	<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.
<p>Experiences and opportunities to develop oracy.</p>	<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, Year 1 and Year 2. • Well stocked library for infants and juniors with high quality books. Purchase curriculum reading books for Key Stage 2 library to support knowledge retrieval and opportunities to read. • Opportunities for pupils 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, SEND and EAL. • Increased visitors and guest speakers into school • School trips and enrichment events will be accessed and available for all pupils • Reading support for pupils who are not making expected progress, including those who are disadvantaged • Use materials from Development Matters to capture true starting points for pupils who arrive significantly behind Reception baseline and identify language support interventions. • Continue with higher adult pupil ratio to allow for high quality interactions to support language development.

<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"> • Pupils who are making less than expected from end of KS1 data or are in danger of not meeting national standards are tracked by PPG Lead. • 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 pupils might be SEND and PPG, the SENCO supports staff to enable children to make progress and access the curriculum. Individual pupils' 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 level reading books and blending books and existing books have been categorised to match RWI levels. • Where children might be EAL and PPG, the EAL Champion supports staff to enable children to make progress and access the curriculum. EAL Champion supports literacy lessons and small group language acquisition interventions. • EAL section on school website with translation tool on school website • 'Importance of Home Language' document to all new EAL starters in Reception.
<p>To enable pupils are in need of mental health support to have access to provision and long-term supportive strategies</p>	<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.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater understanding of the challenges pupils and schools face in raising standards for pupils, including those who are eligible for PP.</p>	<p>Addressing the catch up conundrum Durrington Research School</p> <p>2017 18 Achievement Unlocked Summary Update Report 25.6.18.pdf (northyorks.gov.uk)</p> <p>https://www.suttontrust.com/our-research/closing-the-attainment-gap/</p>	<p>1,2,3,4,5</p>
<p>Improve Quality First Teaching for all pupils, including those eligible for PP</p>	<p>Staff CPD on quality first teaching-</p> <ul style="list-style-type: none"> • Maths lead to sustain the implementation of the Mastery maths curriculum. Provide teachers and LSAs with training so that there is shared understanding of the principles • Expanding precision teaching of times tables into year 3 • Deputy Head to lead on Feedback policy, Assessment policy and precision teaching • Deputy head to lead on metacognition learning, spaced retrieval skills and retrieval practice • Ongoing staff training by English lead on model, guided practice, independent writing and spelling. • Ongoing staff training by SENCo - Dyslexia, colour semantics, ASD and Speech and Language • Ensuring that reading books reflect the phonics attainment of children (purchase of additional books and continuing to categorising new and current books available) • Ongoing Staff Training by EAL Champion – whole school approach to understanding the psychological effects on an EAL learner and how to support EAL Learners in the classroom. 	<p>1,2,3,4,5</p>

	<ul style="list-style-type: none"> Support staff with CPD to ensure consistency in offer for phonics across EYFS and Key Stage 1 - fidelity to our scheme and policy. Observations termly from RWI lead - prioritise new RWI tutors. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_giiz_2021-10-29-074723_miux.pdf?v=1734358550</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Embedding language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>English lead to continue to develop the understanding of oracy work with language across the school</p> <p>Deputy Head to work with teaching staff and LSAs on Feedback Policy and Quality First teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1734357125</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>2, 3, 4</p>
<p>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>	<p>Deputy Head to deliver staff training for all teaching and LSAs based on 'Therapeutic Thinking' principles.</p> <p>Writing of a Behaviour Curriculum to develop and improve relationships with peers and staff between all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £91,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted staffing to support pupils, including those for are eligible for PP funding, to make better progress.</p>	<p>Additional support into Years 4, 5 and 6 to target precision teaching and feedback.</p> <p>Additional adult support into Foundation stage and Key Stage 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://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf</p>	<p>1, 2,3,4,5</p>
<p>Targeted 1:1 support with tuition</p>	<p>Use internal data to identify pupils, including those who are eligible for PPG.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2, 3, 4,5</p>
<p>Increased staff to allow smaller RWI groups and targeted support for pupils whose learning is impacted by oracy deficiency.</p>	<p>Targeted additional adult support for children in Key Stage 1 in RWI and 1:1 reading</p> <p>EAL Champion to support language acquisition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 4</p>

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

Budgeted cost: £14,873

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 • Swimming lessons 	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 at break and lunchtime	<ul style="list-style-type: none"> • Play leader to support high quality play and engagement at play and break • High quality resources and play equipment to encourage engagement • Lunch time club run by staff 	1,2,5
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 	1,2,4,5

Total budgeted cost: £106,900