# Pupil premium strategy statement – Highburton C.E. (VC) First Academy

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

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| Detail | Data |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025-28 |
| Date this statement was published | Autumn 2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Graham Booth |
| Pupil premium lead | Graham Booth |
| Governor / Trustee lead | Rebecca Rowland |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 13,312 |
| 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* | 13,312 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  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 pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A newly enrolled Year 1 pupil has been identified through Little Wandle assessments as having limited phonic knowledge and awareness, which impacts their ability to access age-appropriate reading and writing activities. Children in reception may be at a risk of entering Year 1 with limited phonological awareness. |
| 2 | The children’s ability to communicate effectively and achieve well in English contributes them performing below age-related expectations in writing and spelling |
| 3 | Pupil Premium pupils show gaps in reasoning skills in mathematics, as identified in NFER assessments, impacting their ability to solve multi-step problems, apply mathematical concepts, and articulate reasoning effectively. |
| 4 | Children’s lack of confidence and social skills, contribute to the children not engaging in extracurricular activities hence missing opportunities |

## 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.

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| Intended outcome | Success criteria |
| Improved phonics knowledge by accurately recognising and applying Phase 2 and 3 sounds, reading fluently with confidence, and writing simple sentences independently. | PSC check shows that the pupil is working towards the pass mark throughout the year. Pupil demonstrates improved recognition and recall of Phase 2 and 3 sounds. An increase of 20 marks by the end of the year.  Increased confidence and participation in reading and writing activities.  Progress in reading fluency, as shown in *Little Wandle* and end-of-year assessments. |
| Improved writing attainment among disadvantaged pupils | Whole school teacher assessment data to show that writing attainment of pupils categorised as disadvantaged is broadly in line with that of non-disadvantaged pupils at both expected standard (ARE) and greater depth standard. |
| Pupil Premium pupils show gaps in reasoning skills in mathematics, as identified in NFER assessments, impacting their ability to solve multi-step problems, apply mathematical concepts, and articulate reasoning effectively. | Teacher assessment data to show that maths attainment of pupils categorised as disadvantaged is broadly in line with that of non-disadvantaged pupils at both expected standard (ARE) and greater depth standard. Summer NFER maths papers show that pupils have increased the number of reasoning questions they have successfully answered. |
| By the end of the year, Pupil Premium pupils will show increased participation in extracurricular activities, demonstrating improved confidence, social skills, and engagement in school life, fostering a sense of belonging and well-rounded development. | At least 80% of Pupil Premium pupils take part in one or more extracurricular activities by the end of the academic year. Pupils demonstrate higher engagement and enthusiasm in school life, as seen in participation records and pupil feedback.  A notable improvement in self-confidence and social interactions, observed in peer interactions and teacher observations.  Pupils acquire new skills and interests through activities, such as sports, music, or STEM, and can confidently discuss their learning experiences and achievements. |

## 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: £*7,644*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Phonics Intervention Resources**  Purchase additional *Little Wandle* catch-up materials, including sound mats, flashcards, and decodable books tailored to Phase 2 and Phase 3 phonics.  Allocate funds for subscription-based digital phonics tools such as *Teach Your Monster to Read* or *Phonics Play*. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 and 2 |
| **Targeted Interventions** for Writing and Spelling:  Implement small-group or 1:1 interventions focusing on spelling patterns, common exception words, and sentence structure.  Use evidence-based programs such *Little Wandle Spelling. Spelling* for structured support | 1. The Education Endowment Foundation (EEF) provides robust evidence supporting interventions for writing and spelling. It highlights that structured approaches, such as small group or one-to-one targeted support, can significantly enhance outcomes for disadvantaged pupils. Specific practices include regular and deliberate writing activities, phonics-based approaches for spelling, and feedback strategies that develop metacognitive skills, helping students plan and improve their work. 2. Additionally, combining multiple methods, like phonics with literacy-rich environments or explicit vocabulary instruction, tends to yield better results. Monitoring progress closely and tailoring interventions to individual needs are also critical for success. 3. For detailed insights, you can explore the EEF's relevant pages on **Phonics** (​ 4. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> 5. <https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches> | 1 and 2 |
| I**ntervention Groups:**  Organise targeted small-group sessions to develop reasoning skills using diagnostic insights from NFER tests.  **CPA Approach:**  Incorporate manipulatives and visual aids into reasoning tasks to strengthen conceptual understanding before transitioning to abstract reasoning.  **Focused Discussions:**  Implement structured “maths talk” sessions using sentence stems to encourage pupils to articulate and justify their thinking.  **Reasoning Embedded in Lessons:**  Embed reasoning tasks within daily maths lessons, using problem-solving cards and real-world scenarios.  **Assessment and Feedback:**  Conduct termly NFER-style reasoning tests to track progress and provide tailored feedback on problem-solving strategies.  **Teacher and TA Training:**  Provide CPD sessions to upskill staff in teaching reasoning, questioning techniques, and the use of manipulatives. | This approach integrates evidence-based practices from the EEF, such as problem-solving strategies (+5 months), collaborative learning (+5 months), and high-quality feedback (+6 months).   1. For more details, refer to the EEF's Mathematics Guidance.   The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |

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

Budgeted cost: £ 3,565

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Staffing for Interventions**  Fund teaching assistant (TA) hours to deliver targeted phonics interventions daily, focusing on 1:1 or small-group sessions for the identified pupil.  Provide regular TA training sessions to ensure effective delivery of the *Little Wandle* catch-up program. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 |
| **Targeted Interventions:**  **Application:** Interventions such Little Wandle Inc. Spelling align with this evidence, providing structured and focused support for struggling spellers.  **Teaching Writing Strategies:**  **Application:** Using model texts and scaffolding helps pupils develop their skills in these areas while encouraging independence over time.  **Use of Technology:**  **Application:** Tools like Ipads or writing aids can reduce cognitive load and allow pupils to focus on content.  **Phonics and Spelling Focus:**  **Application:** Continuing phonics-based approaches to support spelling patterns ensures foundational knowledge is secure. | **EEF Evidence:** Targeted small-group or one-to-one interventions have a positive impact on pupil progress, especially when focused on specific learning gaps.  **EEF Evidence:** Teaching pupils strategies for planning, revising, and editing their writing can have a significant impact on progress (+6 months).  **EEF Evidence:** Technology that supports targeted learning, such as word processors or spelling and grammar check tools, can be particularly effective for pupils who struggle with writing.  **EEF Evidence:** Phonics interventions have a high impact (+5 months), particularly for younger pupils or those with specific learning gaps in literacy. | 1 and 3 |

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

Budgeted cost: £ 2103

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| Offer a **variety of extracurricular clubs** (sports, drama, art, STEM, gardening) to suit different interests.  Use Pupil Premium funding to **subsidise costs for membership fees, trips, and equipment**.  Provide **transport support** where necessary to ensure pupils can attend activities off-site.  **Personalised Invitations and Communication**  **Personalised letters and flyers** inviting specific pupils to join activities, highlighting their benefits.  **Informal meetings with parents** to discuss how participation can support their child’s confidence, social skills, and learning.  **Mentorship Opportunities**  Pair pupils with **older pupil mentors or buddies** who already participate in these activities, fostering peer-to-peer encouragement and social bonds. | The **EEF Toolkit** suggests that participation in extracurricular activities enhances **social and emotional skills (+5 months)** and **confidence**, positively influencing school engagement and behaviour.  Parental engagement in school activities also strengthens **support networks**, aligning home and school efforts for greater pupil success. | 4 |

**Total budgeted cost: £ 13,312**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *2023/24*  *Phonics N/A*  *Reading 87% Expected + 13% Just Below 0% Below*  Writing 64% Expected + 25% Just Below 11% Below  Maths 89% Expected + 11% Just Below  GPS 51% Expected + 38% Just Below 11% Below |