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

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 | 175 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | November 2022/November 23 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Graham Booth |
| Pupil premium lead | Graham Booth |
| Governor / Trustee lead | Matthew Evans |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18,372.50 |
| Recovery premium funding allocation this academic year | £2972.50 |
| 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* | £21,345 |

# 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  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 | Our assessments show that our disadvantaged pupils find phonics more difficult than the majority of other pupils, and this impacts on their progress in both reading and writing. Our observations and assessments indicate that spelling accuracy is an issue in KS2, particularly amongst pupils who are disadvantaged. Out of the 10% of children who did not pass the phonic screening check in 2021 and 2022 (July 2022), 67% are disadvantaged. 50% of KS2 pupils categorised as disadvantaged, were working below age related expectations in Writing in July 2022, compared to 17% of non-disadvantaged pupils. |
| 2 | Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths. |
| 3 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 43% of pupils categorised as disadvantaged were working below ARE in maths (July 2022), compared to 13% of non- disadvantaged pupils. 14% of pupil categorised as disadvantaged are working at Greater Depth Standard in maths compared to 33% of children of non-disadvantaged pupils. |
| 4 | Monitoring of attendance in 2021/22 is noticeable that the disadvantage group children are absent or late more than non-disadvantaged children. |

## 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 writing attainment among disadvantaged pupils | By end of 2024/2025, 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. |
| To achieve improved wellbeing for all pupils, in particularly our disadvantaged pupils | Qualitative data from student voice, student and parent surveys and teacher observations show children feel well supported in managing their mental health and wellbeing • qualitative data from student voice, student and parent surveys and teacher observations show children are able to identify and use strategies to support their own mental health and wellbeing. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be evident. |
| Improved Maths attainment among disadvantaged pupils | By end of 2024/2025, whole school 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. |
| Punctuality and attendance improves and is in line with non-disadvantaged children. | By the end of the academic year attendance data will show that disadvantage children will be broadly in line with non-disadvantaged children |

## 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: £*13,210*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 and 3 |
| Purchase of Little Wandle to secure stronger phonics teaching for all pupils. | 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 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 and 3 |

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

Budgeted cost: £ *4,570*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Boxall Profiles administered by ETA | All disadvantaged children to be boxall profiled and interventions highlighted. | 2 |
| Play Therapy | Intervention tailored to help improve mental health. | 2 |

**Total budgeted cost: £ 21,345**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *2022/23*  *Phonics 100%*  *Reading 80%*  Writing 80%  Maths 80%  GPS 60% |