



Pupil premium strategy statement 2023 -2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Highlands Primary School
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	15.46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sandeep Kaur/ Kulvarn Atwal
Pupil premium lead	Lorraine Matsell
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,590
Recovery premium funding allocation this academic year (including Tuition funding)	£6,210
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	£148,800



Part A: Pupil premium strategy plan

Statement of intent

Our intention is to narrow the gap between pupil groups, irrespective of their background or the challenges they face and to ensure that all children achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

As a school we are developing an excellent track record of ensuring that pupils make good/outstanding progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school.

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. Alongside this our strategy also incorporates targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged children.

We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, to inform our decision making. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth mindsets” towards learning

Analysing Data

We will ensure that:



- All staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school.
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of Children

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of children.
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of excellent teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours.

Going the Extra Mile



In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of additional and exceptional need.

Challenges

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

Challenge number	Detail of challenge
1	To continue to provide high quality interventions for PP children to ensure that they continue to achieve in-line with their non-pp peers in Reading, Writing and Maths both at the Expected Standard and at Greater Depth.
2	Parental engagement for these learners requires continued improvement
3	The poverty gap for these families has continued to widen and they are facing further hardship as a result of the cost of living crisis which has had an impact upon the mental health and wellbeing of these learners as well as their physical wellbeing.

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 ensure that accelerated progress is made by Pupil Premium children in English and Maths.	Pupil premium children will make accelerated progress in Reading, Writing and Maths (at least 6APS across the year for children in KS2 and _APS for children in KS1). The attainment gap between PP and non-PP will be reduce.
To improve parental partnerships with the school through use of a structured conversations approach. (AFA)	Class leaders will meet termly with families for extended parent meetings. Increased knowledge of the family and improved relationships between school and home. Improved engagement from families.
To raise attainment and improve the well-being of pupils with emotional and social difficulties in KS1.	Targeted children will make accelerated progress in their learning. Children's wellbeing will improve (measured by Leuven Scales or Early Childhood Index)



<p>To provide children with access to specialist teachers to support their physical and emotional health</p>	<p>Children’s wellbeing will improve (measured by Leuven Scales or Early Childhood Index) The children will be better able to access their learning due to their improved mental and physical health.</p>
<p>To provide opportunities for pupil premium children to access enrichment activities which support their learning, well-being and development.</p>	<p>Pupil premium children will all have access to extracurricular opportunities which support their learning. Children will make good progress in their learning as a result of improved mental and physical health.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Metacognition CPD</i>	EEF Toolkit	1
<i>Effective Feedback CPD</i>	EEF Toolkit	1

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

Budgeted cost: £ 125,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths interventions led by experienced teachers across the school</i>	Data from previous years shows that children who are streamed into smaller intervention groups for maths at least 4 times a week, with a highly experienced teacher, make accelerated progress in their maths learning.	1
<i>Nurture group support for pupils in KS1</i>	Early intervention for children who are not socially and emotionally ready to learn in the main class has a great impact on the long term emotional well-being and resilience of the children. By developing a secure attachment in school these children are better able to access their learning in class.	2 and 3
<i>Reading Champion Tuition</i>	Focused 1:1 interventions for reading with a suitably trained tutor has proved to be impactful for our pupil premium children in recent years and data from last year shows that children who have received this have made accelerated progress with their reading.	1



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

Budgeted cost: £ 24,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA Programme to support children's social, emotional and behavioural needs</i>	Specialist staff trained in the ELSA programme are able to support children in having optimum understanding of their emotional needs, which supports optimum learning in class.	3
<i>Structured Conversations meetings with identified families once a term.</i>	Structured conversations and individualised support plans have a great impact in terms of developing a greater partnership with the families in supporting the development of the child across all areas of learning.	2
<i>Providing access to extra-curricular opportunities to promote good wellbeing</i>	Attending extra-curricular clubs improves children's confidence and self-esteem, which has a positive outcome on their emotional wellbeing.	3
<i>Providing children with access to a Resilience Project</i>	The project aims to promote children's developing resilience and coping strategies through the use of art which has a positive effect on their wellbeing.	3

Total budgeted cost: £149,800



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our previous Pupil Premium strategy came to an end at the end of the academic year 2022/23. Whole school data continued to demonstrate the cumulative effect of our pupil premium strategies with outcomes in KS1 continuing to improve upon the previous academic year, with PP outcomes improving by 10% on the previous academic year. 71% of children in Year 6 achieved the expected standard in Reading, Writing and Maths combined, with PP children outperforming their non PP peers. In Year 6 more than 91% of children achieved the expected standard in Writing, with 83% achieving the expected standard in Maths and 78% in Reading. This continues to be above both National and Local averages.

Another area of focus was children's wellbeing and emotional health as a result of the cost of living crisis and the lasting effects of the pandemic. Using the Leuven Scales and Early Childhood Index (depending on age of the child) children's wellbeing was assessed both in the Autumn term and again in the Spring term following a period of remote learning. The results of these assessments reflected that strategies we had put in place such as trained ELSA support and providing access to weekly music art, and dance sessions for all children, had a positive impact children's emotional and mental health.

Results from Parental Surveys about the school, demonstrated that parental engagement has also increased with the numbers of responses to the survey remaining high. Parental views about the school have also remained overwhelmingly positive with 100% of families agreeing that their child feels happy at the school and 99% agreeing that they would recommend the school to other parents. Engagement at Parent Consultation meetings also improved with the vast majority of families attending regular meetings with the class leaders. We also offered a larger number of parent workshops throughout the year which were well attended.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England



Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.