

# Highfield Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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 years' spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Highfield
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022, 2023, 2024
Statement authorised by	Mr D Glyn-Jones
Pupil premium lead	Miss D Helme
Governor / Trustee lead	Mr H Daniel-Sam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,005
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,750

# Part A: Pupil premium strategy plan

## Statement of intent

At Highfield Primary School we target the use of Pupil Premium Grant funding and Recovery Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed half-termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from Aspire Behaviour Support, our Learning Mentor and our Pupil Premium Champion.

## Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of PPG eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some PPG pupils' parents, for example, children do not experience stories or books or read at home and do not receive parental support with homework tasks.
2	Internal data suggests that outcomes for PPG pupils in Year 3, 5 and Year 6 (2022-23) are not as strong as for other pupils groups.
3	Some PPG children continue to need significant additional support in order to address the gaps in their learning.
4	Attendance rates for pupils eligible for PPG are 89.7%, which is below non PPG pupils 93.5% and below the target for all pupils of 94%. This reduces the time that they are in school and therefore causes them to fall behind in relation to Age Related Expectations.
5	Some PPG pupils do not make as much progress as non-PPG peers due to lack of aspiration and stimulating home learning environment.
6	A significant number of our parents struggle with their own mental health, parenting capacity and have financial stresses, which impact on the support which they are able to provide for their children.
7	Many of our PPG pupils have social, emotional and behavioural problems which has a direct impact on wellbeing and progress.

## 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
By the end of KS1 the progress of PPG pupils is in line with their non-PPG peers.	Proportion of PPG pupils meeting expected standards in KS1 is in line with non-PPG peers.
All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.	<p>More families will engage with school at the Early Help stage in order to improve liaison with school.</p> <p>Learning Mentor intervention, Sunflower Club and close liaison with families in regard to wellbeing and safeguarding will support a purposeful learning environment.</p>

As a result of high quality teaching and learning and assessment (QFT), PPG eligible pupils in all year groups, but especially in Year 3, 5 and 6, make progress in line with their peers.	Progress is in line with their non-PPG peers.
As a result of extra tuition (school led and PPG+), gaps in learning will be addressed and PPG pupils' progress will be in line with their non-PPG peers.	Progress is in line with their non-PPG peers.
Attendance and punctuality of PPG pupils is in line with their non-PPG peers.	PPG pupil's attendance and punctuality is in line with non-PPG peers.
PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils.	PPG pupils in Years 1 - 6 who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points.
Parents are supported effectively by school in order for them to meet their children's basic needs.	Parents are accessing support and children's needs are met.

## 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: £ 15,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children not grouped into classes until half-term and reassessed at end of Reception to ensure a spread of abilities and personalities in each class moving into Year 1.	Ensure there is a balance of need, support and abilities across both classes in Year 1.	1
Grouping children for RWI and maths sessions by half-term in October 2022.	Early grouping and teaching ensures that children make rapid progress during EY.	1
Individual children supported with their fine-motor skills to develop their writing.	Give children the necessary strength to grip a pencil correctly for the process of writing.	1,3
Use outcomes from Baseline in Reception to inform planning.		1,3
Following Summer 2022 assessments and diagnostics, identified children across KS1 will receive additional tuition and will work through gaps in their understanding through focused intervention groups.	To ensure that children who have gaps in their understanding are supported with effective intervention, with a particular focus on writing.	1
Additional PP Meeting with all year groups planned for October 2022, examining success of interventions and progress following the summer break	PPG lead to discuss each PPG child with class teachers to ensure that interventions are having an impact.	1
RWI Portal purchased to support training needs of all staff. RWI development day planned to support teachers with delivery and to ensure consistency in teaching.	RWI teaching has been of a very high standard in the last 12 months, through regular training of staff and feedback.	
Identification of individual pupil needs and how these are to be addressed.	PPG pupils who need extra interventions or support need to be quickly identified in order to plan and monitor for gaps in their learning.	2,3

Regular KS1 moderation meetings involving all staff, with a particular emphasis on writing.	All staff have an informed understanding of standards in the Key stage through regular moderation and discussion	2
Regular KS2 moderation meetings involving all staff, with a particular emphasis on writing.	As Above.	2
Half-termly Pupil Progress meetings to focus on PPG children and implementing appropriate intervention strategies	To ensure that PPG pupils make rapid and sustained progress.	1,2 & 3
1 to 1 support from a qualified teacher before or after school for LAC and post LAC children in Y2, 4 and 6.	These children are PPG+ and therefore have additional funding for this.	1,2 & 3
School Led Tuition for PPG children across school provided by teachers.	Additional support provided to address gaps in learning.	1,2,3,5
1 to 1 support from tutors at Third Space Learning for 10 children in Y5, 10 children in Y4 and 10 in Y3.	PPG children in Y3, Y4 and Y5 identified as needing additional support from recovery premium to enable them to make more rapid progress.	2,3 & 5

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

Budgeted cost: £ 103,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and monitoring by SENDCO and PPG lead.	Multiple barriers faced by some PPG children with cumulative effects on progress and/or wellbeing.	2, 3 & 7
PPG lead/Designated Safeguarding Lead to liaise with parents and outside agencies to support children and families with specific identified needs to address SEMH of PPG pupils.	The use of social and emotional learning strategies interventions almost always improve emotional and attitudinal outcomes. Improvements more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff.	6 & 7
Pastoral Lead & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties.	A number of children eligible for PPG are impacted by family issues, which require support from social care and in-school Early Help support (50% in Year 1, 30% in Year 2, 42% in Year 3, 53% in Year 4, 40% in Year 5, 67% in Year 6).	5 & 6

<p>Fortalice – Healthy Relationships Year 5</p> <p>Once Upon a Smile - any child dealing with losing a family member.</p> <p>Sunflower Club – Year 2 &amp; Year 3</p> <p>Wider Opportunities Music Provision</p> <p>Wider Opportunities – Breakfast Club, school trips and residentials</p> <p>Rees Sport &amp; EdStart – out of school hours sports clubs.</p>	<p>Some parents to improve their parenting capacity through some 1:1 work with Aspire Behaviour Support professional.</p> <p>Through effective and efficient partnership with parents and other agencies, families will be supported at the Early Help stage, reducing the need for engagement with safeguarding and CP team.</p> <p>Previous experience demonstrates that this training has a positive effect on pupils sharing and disclosing and equips them with skills and understanding of how to deal with difficult situations and relationships now and in the future. School is situated in an area of deprivation with high instances of Domestic Violence, substance misuse and ant-social behaviour.</p> <p>Children will attend the OUAS counselling sessions off site, along with other children in the community and will develop their emotional wellbeing.</p> <p>This Club addresses the wellbeing and development of confidence in identified PPG pupils, who are vulnerable and with low self-esteem.</p> <p>This provides an opportunity for all children in Years 3 - 6 to play a range of musical instruments, which otherwise they would not be able to access. Some children further their learning in brass in playing for Farnworth Brass Band.</p> <p>To provide free Breakfast Club for up to 8 identified children to raise attendance and punctuality. To provide the opportunity for all PPG children in Years 4 and 6 to attend an outdoor activity residential (50% cost).</p> <p>To ensure equality of access to these after-school sporting opportunities.</p>	<p>7</p> <p>5</p> <p>4 &amp; 6</p> <p>5</p>
<p>Year 4</p> <p>Additional day for both Y4 job share teachers (Wednesdays – team teaching). Volunteer TA supporting across Y4 (15/59)</p> <p>Year 6</p>	<p>PPG pupils in Years 4 and 6, who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points.</p> <p>Impact monitored by Dep Head in role as PPG Lead.</p>	<p>3</p>

Additional T5 teacher in Y6 to lower numbers and supporting significant PPG numbers (18/61)		
Contribution towards Education Psychology & Ladywood costs	7 PPG children across school receive support from the Educational Psychology service.	3

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

Budgeted cost: £ 11,739.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings</p> <p>First Day response provision</p> <p>Attendance Officer employed to monitor pupils and follow-up quickly on absences.</p> <p>Letter sent home when attendance less than 90% and punctuality reaches more than five lates per term.</p> <p>Involvement of Early Intervention team.</p> <p>Reintroduction of class attendance trophies for KS1 and KS2.</p> <p>Attendance certificates and rewards for 100% given out each term.</p> <p>Book tokens reintroduced for 100% attendance for school year.</p> <p>Lines reintroduced in Autumn 2022 to encourage late arrivals to be on time, and all school to start and finish at same time.</p>	<p>School attendance for PPG pupils at present is 89.7% (July 2022), with some individual attendance and punctuality issues. This is much lower than in previous years and significantly below that of non-PP peers (3.8%).</p> <p>PPG attendance is significantly affected by a small number of children from a small number of families. There are currently 4 children with an attendance below 70% and 3 with an attendance below 80%.</p>	4

**Total budgeted cost: £ 130,459.79**

## 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 2021-2022 academic year.

EYFS lead has implemented new framework effectively in EY, alongside redefining their curriculum through development matters. All children have daily RWI and Maths sessions and activities are very closely linked to skills. For our PPG children the end of year target was 38% GLD and they achieved 40%. This is 4 out of 10 children – 3 other children are on the SEN register and 1 has recently arrived in school.

Baseline in October identified areas of relative strength and areas for development within this cohort. Majority of children were below or well below – 83% writing, 81% reading, 67% number. Staff used the outcome of the Baseline to plan sequences of lessons to address the areas for development – comprehension, self-regulation, reading and writing).

All PPG+ (LAC and post LAC children) received 1 to 1 tuition from the beginning of the school year from teachers after school.

Academic Mentor worked across Reception, Years 1 and 2 providing additional support for identified groups of children. School Led tutoring supported 40 children across school, delivered by teachers. Additional reading, writing and maths intervention from teachers in after school boosters or reading clubs.

QFT for all children based on diagnostics from Summer 2021 and RWI and Big Maths refreshers for all staff have taken place.

7 PPG children from Year 2 and Year 5 have been supported through Third Space Learning 1 to 1 tuition on a 12 week programme.

Additional PP meetings took place in the first week of November with every year group – identified challenge expected children across each year group linked to performance management for each teacher. PP Lead used information to monitor PPG pupil progress in classes. The vast majority of PPG children had made some progress by October half-term.

Using FFT aspire targets were set for all Y5 and Y6 children and also for Y2 and Y1 phonics check.

RWI staff training took place on September 6<sup>th</sup> 2021 and observations and pupil progress during the Autumn term were very positive with the vast majority of children making good/outstanding progress. A development day took place on 31<sup>st</sup> January 2022 – excellent feedback and development points which KS1 Lead will monitor.

Year 1 Phonics check (75%) and Year 2 re-check (88%) were in line with national average, which demonstrates positive impact of training and consistency in delivery.

Positive impact on the teaching of RWI this year, evidenced through KS1 English lead observations.

PP meetings identified additional support for individuals and groups across school. The school led tutoring which began in November 2021 had 29/40 pupils who were disadvantaged – all received an additional hour of support each week. PPG lead met with all teachers at end of each term to discuss progress and interventions for disadvantaged pupils (recorded in PPG file on Main).

Regular moderation took place across staff in KS1 and KS2 both formal and informal – subject leader monitoring also supports this. Outcomes of moderation were shared with SLT.

PPG lead met with all teachers at the end of each half-term to discuss progress of disadvantaged children and appropriate interventions to address any gaps in learning. Outcomes of these meetings were shared with staff and discussed at SLT.

LAC tuition support continued from September 2021 for the 1 LAC child and 8 post LAC children, focusing on areas of need – specifically reading, writing and maths. All children made some progress as identified in PEP reports (for the 1 LAC child) and termly reviews. Effectiveness of interventions were discussed at PP meetings throughout the year. Carers felt that the additional support was valuable to the confidence and progress of their child.

Parent Questionnaire in January 2022 – 99% of responses (183/185) state that their child feels safe at school.

Pupil questionnaire in November 2021 – 99.3% of children (412/415) stated that they feel safe at school. KS2 were anonymous.

CPOMS is being used by all teachers and any covering support staff. We continue to record all incidents, any useful information on CPOMS and share with relevant staff. DH has provided support and guidance for staff where appropriate and implement any upgrades to the system.

Staff addressed any wellbeing concerns with parents and children during the first few weeks of term in September (first week back was a wellbeing week). The vast majority of children settled very well back into school. Any children who were struggling emotionally received support from pastoral lead and DSL.

Year group assemblies to cover safeguarding took place in Autumn term 1 2021. Wellbeing through sport sessions have been extremely well received by children and staff. Staff have adopted strategies in the classroom. Each class set up a pupil wellbeing strategy – worry box, thumbs up etc.

Pastoral Lead - lots of informal discussions with parents and their children – open door policy. This support has a positive impact on the wellbeing of parents by helping to address their issues and signposting to support services.

ABS continued to work in school for a day each week with identified children from Reception-Y6 (8 out of 11 were PPG), as well as supporting a number of parents of these children with Triple P training or advice. ABS has also been carrying out observations and assessments on 4 Reception children (2 PPG) and making referrals to external agencies. His work is reviewed on a half-termly basis, and some children have completed successful interventions and have the strategies to support themselves in school. They are no longer working with DM, freeing up time to support other children where necessary. During Spring term ABS worked with identified children from Reception-Y6 (5 out of 10 are PPG) as well as supporting a number of parents of these children with Triple P training or advice. During Summer term ABS worked with identified children from Reception-Y6 (9 out of 18 are PPG) as well as supporting a number of parents of these children with Triple P training or advice.

Pastoral Lead supported 7 PPG children during the Autumn Term, 10 during the Spring Term and 7 during the summer term, and has met with more children informally as an issue has arisen.

3 Early Helps were open during the Autumn Term (2 PPG children). Effective intervention has addressed identified goals and all EH's have closed. No EH's during spring term, although we had 2 PPG children at CP. These have now closed. 1 PPG child was referred to targeted early help hub and this intervention is ongoing.

We had 7 children (4 PPG) work with Bolton Wanderers mentors to address SEMH concerns. 10 children (7 PPG) have been referred to CAMHS. Some have started the process and some are waiting for an appointment.

2 days of Fort Alice workshops carried out with Year 5 children in July 2022. Feedback from teachers and children has been very positive, and children have articulated a greater understanding of what a healthy relationship with parents/siblings/family members and friends looks and feels like.

All Y6 children (16 PPG) attended Crucial Crew event on 19<sup>th</sup> November 2021.

Sunflower Clubs for Y3 (5/10 PPG) and Y5 children (5/10 PPG) took place during the Spring and Summer Terms. Excellent feedback from children and parents.

All Year Groups have benefitted from the teaching of Mr Martin this year – 3 half-terms each year group. Mr Martin has been attending every Monday following his devised curriculum and ran a Y5 and Y6 Choir at lunchtime (18 PPG children attend). He reports a real love of music and performance from all children he has worked with. The choir recently performed to the Y3 and Y4 children and for the parents – very successful and excellent feedback.

Year 4 brass lessons from BMS (10 PPG). Mr Greenland also taught small group lessons to children in Y5 and Y6, with a view to these children attending Farnworth Band. The band have not been able to meet so far this year. The Band will restart in September 2022 at St Peter's.

Free Breakfast Club has been provided during the 2021-22 school year for 19 PPG children to support improved attendance. This strategy worked for all the children (see attendance data).

Winmarleigh Hall Residential for Y4 children took place in March 2022 (5 of 9 PPG children attended at a reduced cost of 50%). Robinwood residential for Y4 children took place in June 2022 (11 of 19 PPG children attended at a reduced cost of 50%).

During the Autumn Term and Spring Terms, 21 out of 62 PPG children took part in Rees Sports, Edstart or choir clubs. All PPG children are encouraged to attend an after school club. During Spring 2 22 out of 62 PPG took part in a Rees Sports, Edstart and choir clubs. This increased to 31 during the Summer Term 2022. Both clubs well received by children and parents.

Splitting the children into 3 classes in Y6 has been very successful, not just in reducing behaviour issues outside, but in the additional support that can be given to children in a smaller class. Focused interventions have supported a number of PPG children in Y6. Targets for end of Year are challenging.

7 PPG children have received support from SENCo in small group and 1 to 1 sessions during the Autumn term & Spring 1. Ladywood/EP have observed 9 PPG children across school and written reports which have been shared with teachers and TA's. Relevant recommendations have been implemented with individual children.

8 PPG children have received support from SENCo in small group and 1 to 1 sessions during Spring 2 and Summer terms. Colourful Semantics support for 2 PPG children from Y4. Ladywood/EP have observed 9 PPG children across school and written reports which have been shared with teachers and TA's. Relevant recommendations have been implemented with individual children.

Progress tracked using PIVATS across school – all PPG children receiving additional support from SENDCO have made some good small-step progress across the curriculum.

There was a significant difference between PPG and non PPG attendance for the Autumn Term 2021. PPG – 89.14%, Non PPG 93.46%.

There remains a significant difference between PPG and non PPG attendance for the Spring Term 2022. PPG – 88.14%, Non PPG 93.10%. There are 6 PPG children whose attendance is very low this year – monitored and supported by DH and SW.

Overall attendance for all PPG children was 89.7% by the end of this academic year – 93.5% for non-PPG children. A difference of 3.8%. Whilst large, this difference has been reducing during the summer term. There are a small number of PPG children whose poor attendance significantly impacts on the overall PPG attendance figure.

Autumn 1 PPG – 23% attendance below 90% (90 children). Non PPG – 13% attendance below 90% (325 children). Cumulative to end of Autumn 2 - 24% attendance below 90%. Non PPG – 17% attendance below 90%. Cumulative to end of Spring 1 PPG - 37% attendance below 90%. Non PPG – 21% attendance below 90%. Cumulative to end of Spring 2 PPG - 32% attendance below 90%. Non PPG – 21% attendance below 90%. Cumulative for summer term – 25% attendance below 90%. Non-PPG 21% attendance below 90%

Both groups have been affected by holidays taken during term time with Covid restrictions reducing, and many issues related to isolating due to COVID and parents unhappy about having their child tested.

DH and SW continue to monitor attendance and punctuality of all pupil groups with a particular focus on PPG. Where necessary a parental discussion will take place, warning letters issued and as a last resort, fines.

## 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
Bug Club	Pearson Education
TT Rockstars	Maths Circle Ltd
RWI Online	Oxford University Press
1 to 1 tutoring	Third Space learning
PSHE Rock Kidz	Rock Kidz
Wellbeing through Sport	Edstart
Healthy Minds	Healthy Minds UK
Project Chameleon	Global Policing
Mindset Matters	Grow Your Mindset