

Pupil premium strategy statement

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	High Firs Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Andrew Kilbride
Pupil premium lead	Andrew Kilbride
Governor / Trustee lead	Sheila Wilmot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49860
Recovery premium funding allocation this academic year	£4217
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	£54077

Part A: Pupil premium strategy plan

Statement of intent

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, 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.

Challenge number	Detail of challenge
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1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>We see that our disadvantaged pupils enjoy a narrower range of life experiences by comparison with non-disadvantaged peers. This reinforces vocabulary gaps and leads directly to greater difficulties with reading comprehension, where context and vocabulary are key.</p> <p>7 children (23%) in Reception requiring support for Speech and Language. 67% disadvantaged pupils compared with 20% non-disadvantaged.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their early development as readers.</p> <p>Y1 internal screening from 2021: 25% disadvantaged pupils reaching phonics standard and 95% non-disadvantaged pupils reaching phonics standard.</p>
3	<p>Internal and external (where available) assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In most year groups the range of disadvantaged pupils' attainment at expected standard is 0-25% in reading, writing or maths. For non-disadvantaged pupils this range is typically 50-80%.</p> <p>The gaps are of a similar size in EYFS, KS1 and KS2.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to isolation, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We have 50 children with recorded SEN, 11 of whom are Disadvantaged.</p> <p>Of that 50, 12 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>This shows that Disadvantaged children are over-represented in the group of children with social and emotional needs.</p>
5	<p>Our attendance data over the 4 years prior to this statement being published in 2021, indicates that the attendance gap between disadvantaged pupils and non-disadvantaged pupils is widening. 4% in 18/19; 5% in 19/20; 9% in 20/21; 10% in 21/22.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of this academic year**, and how we will measure whether they have been achieved.

The plan continues with further targets to be achieved in respect of these intended outcomes in 2023/24, the final year of this 3 year plan.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	Reading and writing outcomes in 2022/23 show that more than 50% of disadvantaged pupils met the expected standard across the whole school.
Improved maths attainment for disadvantaged pupils.	Maths outcomes in 2022/23 show that more than 50% of disadvantaged pupils met the expected standard across the whole school.
Improved phonics attainment for disadvantaged pupils at the end of Y1.	Y1 Phonics outcomes in 2021/22 show that more than 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being higher than the national average. attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 4%.

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Recruitment of HLTA to enable ongoing leadership release time (two days per week), facilitating curriculum development, monitoring activities and pupil progress meetings.</p>	<p>Diarised release time opportunities available to be booked out enable leadership activity to gain momentum and vision to be embedded.</p>	1, 2, 3, 4
<p>Embedding balanced diet of reading provision across the school.</p> <p>Embedding of Accelerated Reader to record and target reading progression in children's own reading choices across the school.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that supports high impact on reading outcomes of vocabulary-rich, high challenge close reading approach.</p> <p>Reading Reconsidered – Doug Lemov</p>	1, 2, 3
<p>Embedding of a DfE validated Systematic Synthetic Phonics programme (Little Wandle – supported by Big Cat Collins for Little Wandle reading materials) to secure</p>	<p>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:</p>	2

stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Review and refresh whole school curriculum to develop lasting knowledge over time through carefully sequenced learning opportunities that allow for application of new knowledge in different contexts in subsequent terms and year groups.	Ofsted framework of 2019 and Willingham, Rohrer and Taylor – all point to it becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice, where we study more intensively for a shorter period of time. It is therefore good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge.	1, 2, 3
Recruitment of assessment specialist to analyse termly data and identify patterns in attainment and progress for cohorts and groups – staff training to use data to target specific groups and individuals.	Efficient analysis of pupil data leads to savings teacher time and targeted support at an early stage for those who need it.	1, 2, 3

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

Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning through leading ELSA groups	There is extensive evidence associating childhood social and emotional skills with improved	5

<p>for identified groups and individuals.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	
<p>Recruitment and training of level 3 Forest School Leader.</p> <p>Run Forest School groups for two full days per week. Rolling timetable where all classes have a 10 week provision in woodland.</p>	<p>ecoActive Charitable Incorporated Trust found with forest school groups run for small cohorts of disadvantaged children that:</p> <p>84% of children showed improved social, verbal and non-verbal communication skills.</p> <p>69% of children became more engaged and motivated learners.</p> <p>Children who were struggling to interact began to build relationships and friendships.</p>	1, 4, 5
<p>Recovery premium to be spent on tutoring for identified groups of children – 65% of which will be disadvantaged.</p> <p>Targeted tuition of small groups to take place in Spring Term.</p>	<p>Career Tree selected with proven track record of impact in tutoring.</p> <p>EEF describe targeted tutoring as being one of the highest impacts for disadvantaged pupils in terms of value for money.</p>	1, 2, 3
<p>Identified children to work with English As Additional Language (EAL) specialist teacher</p>	<p>Children with EAL need long term support to help develop language patterns, especially in writing, even when speaking and listening appears fluent.</p>	1, 2, 3
<p>Family Support Worker receives referrals from class teachers and school leaders to support vulnerable pupils and families.</p>	<p>Weekly meetings with parents in school, home visits to support families, phone contact and support, housing support and guidance, signposting to other services – financial support – all have had a huge positive impact on our most vulnerable families in recent years.</p>	4, 5
<p>Pastoral teaching assistant deployed to provide emotional support for pupils with anxiety. Trained to act as Dog Mentor, enabling vulnerable pupils to access emo-</p>	<p>Vital support for vulnerable children ensures that issues are addressed early, enabling good attendance and focus on learning to be maintained, even when life circumstances are most challenging.</p>	1, 2, 3, 4, 5

<p>tional support and boost associated with working with dogs.</p>		
<p>Educational Psychologist support for specific children with reports actioned by class teachers and included in provision maps.</p>	<p>Ensures accurate and measurable outcomes for children with most challenging SEND.</p> <p>Regular visits ensures follow-up and pre-emptive support – rather than reactive, one-off approach only when EHCP assessments are needed.</p>	1, 2, 3
<p>Identified children to receive weekly support from internal specialist Speech and Language TA.</p> <p>TA to be supervised in next steps and assessments by termly Speech Therapist visits.</p>	<p>Supporting children with early language and speech barriers</p> <p>ICAN ACTT report – early S&L support leads to 50% increase in reading progress in primary schools.</p>	1, 2, 3
<p>Engagement in the Nurturing Kent Project – training for staff and support for pupils around well-being.</p> <p>Whole school approached revised and developed to nurture children leading to greater inclusivity.</p> <p>The NNSP (National Nurturing Schools Programme) is an 18-month journey, with each school developing a bespoke whole-school approach to embed a nurturing culture.</p>	<p>The NNSP supports Quality First Teaching and Learning and promotes healthy outcomes for children and young people, focusing on social and emotional needs and development alongside academic learning.</p> <p>Each school will also have access to our mental health assessment tool, the <u>Boxall Profile® Online</u> for the duration of the programme, with thorough <u>Boxall Profile® training</u> to support its use across the school.</p> <p>Schools will also receive attachment and nurture group training in how to set up and run a <u>Boxall Nurture Group™</u>, to nurtureuk recognised, and externally evaluated and accredited standards.</p> <p>Nurture groups are supported and recommended by organisations, such as Ofsted, Estyn and HMIE.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support a daily activity with strategy of monitoring, follow-up and referral.</p> <p>First day calls to all absentees.</p> <p>Daily meeting between DHT/HT and Attendance Administrator and weekly reporting of data and patterns.</p> <p>Pastoral TA to take on Pupil Premium Champion role – attendance incentives, club engagement.</p>	<p>High profile of attendance support and additional incentives for disadvantaged children – positive discrimination to address the gap present in current data – with additional targeting and rewards for good attendance of disadvantaged children.</p>	<p>5</p>
<p>Purchase of IT systems that enable more targeted support for disadvantaged children. CPOMS for safeguarding records.</p>	<p>Increased access to information will lead to earlier support.</p>	
<p>Breakfast club – free place available for disadvantaged children.</p>	<p>DFE Evaluation of Breakfast Clubs I Schools with High Levels of Deprivation - Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills</p>	<p>1, 2, 3, 4</p>
<p>Subsidies available for disadvantaged children to attend school trips.</p>	<p>Increasing access to broad range of experiences helps develop language and context for future reading and learning.</p>	<p>1, 2</p>

Total budgeted cost: £52500

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 to 2022 academic year.

Tuition progress data shows a positive impact:

Accelerated progress made by 54% tutored children (7/13) in reading and 44% tutored children in writing (8/18) – whole school average for accelerated progress in writing 30%.

4 of the 18 children who were below are now writing at ARE.

71% tutored children (10/14) made accelerated progress in maths compared with whole school average of 21%.

3 children now at expected step who had not been previously.

Overall academic data across the school still shows significant disadvantaged gaps in attainment exist:

KS2 SATs 58% disadvantaged pupils reached expected standard in each of reading, writing and maths.

KS1 SATs 25% disadvantaged pupils reached expected standard in each of reading and writing, and 50% in maths.

EYFS – 33% disadvantaged pupils (same as previous year) achieved a good level of development as opposed to 67% on non-disadvantaged pupils.

40% disadvantaged pupils (up from 25% previous year) achieved the standard in phonics in Y1 compared with 87% of non-disadvantaged pupils

However when compared with national disadvantaged attainment, our pupils in 2022 are doing considerably better than the 2019 cohort:

DISADVANTAGED PUPILS		2022		2019	
		High Firs %	National Disadvantaged %	High Firs %	National Disadvantaged %
Reading	Ex+	58 ⁻⁴	62	33 ⁻²⁹	62
Writing	Ex+	58 ⁺³	55	67 ⁻¹	68
Maths	Ex+	58 ⁺²	56	50 ⁻¹⁷	67
R/W/M	Ex+	42 ⁻¹	43	17 ⁻³⁴	51

Internal and external (where available) assessments from end of 2021/22 indicate that attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

In most year groups the range of disadvantaged pupils' attainment at expected standard is 0-25% in reading, writing or maths. For non-disadvantaged pupils this range is typically 50-80%.

The gaps are of a similar size in EYFS, KS1 and KS2.

This data suggests that previous targets to close the disadvantaged gap have not been fully achieved.

The national KS2 data shows that the disadvantaged gap index has risen to 3.21%. This figure had been gradually falling from 2011 to 2018. It has now returned to the 2012 level.

Improvements in the attendance of disadvantaged pupils were seen in the data in the second half of the academic year 2021/22. Over the whole year the gap between disadvantaged attendance and others was 6.43% - this arrested a three widening gap (4, then 5, then 9%). This improvement has continued at the beginning of current academic year where the gap so far is 4.87%.