

Pupil premium strategy statement – HIGH GREEN PRIMARY SCHOOL

This statement details our school's use of pupil premium funding to help improve the attainment and opportunities 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

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	16.16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	24/25 Three Year Plan – 2022 to 2025
Date this statement was published	11.09.24
Date on which it will be reviewed	w/b 7 th Sept.2025
Statement authorised by	Diane Smales HT
Pupil premium lead	SENCO's Nickie Beal Natalie Coe
Governor	Sonja shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,200.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,200.00

Part A: Pupil premium strategy plan

Statement of intent

Based on our rationale for Cultural Capital and SMSC, our ambitions are the same for all children, regardless of their background, or the challenges they face. Through our holistic and inclusive approach, we ensure that all children have equal access to a rich and varied curriculum, with a wide range of opportunities and experiences.

Our Key Principles for all children focus on four key drivers.

- Holistic
- Empowerment
- Relationships
- Family & Community

We want every child to...

- Have their own chance to shine through an **HOLISTIC** and inclusive approach.
- Be **EMPOWERED** leaders of their own learning.
- Enjoy safe and reciprocal **RELATIONSHIPS**.
- Have a sense of belonging through a focus on **FAMILY & COMMUNITY**

The focus of our Pupil Premium Strategy is to ensure we know our families well, so we are able to best support disadvantaged pupils, thus allowing them to become successful citizens. By having positive relationships with families, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

By knowing our children and families well, we are able to offer bespoke support, to ensure that their needs are met and they have the same opportunities as their peers.

An ambitious, broad and balanced curriculum allows children to have a range of experiences and opportunities in activities outside the core curriculum. This opens up their world to opportunities that they may not have been aware of and give them as sense of achievement and enjoyment beyond the classroom experience.

High quality teaching is at the heart of our approach, with a focus on assessment for learning; ensuring gaps are quickly identified and addressed. This is proven to have the greatest impact on closing the disadvantaged attainment gap.

The focus on on-going assessment for learning is an essential tool to ensuring progress. Gaps will be identified and addressed in a swift and timely manner, with the key aim of moving the learning forward.

Challenges

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

Challenge number	Detail of challenge
1	55% of our disadvantaged pupils also have SEND, with a vast range of need. The level of the children's SEND, from a small cohort, does impact on data outcomes. Just making a simple comparison between advantaged/ disadvantaged, with the aim of closing the attainment gap, is often clouded by the level of high SEND need. Therefore, our approach has to be generic and bespoke.
2	A large percentage of disadvantaged children do not have a rich experience of the wider world and do not get to experience the opportunities afforded by other children.
3	As we are a small school, with 198 children on role, and only 16% have Pupil Premium, the amount of funding is low. This provides a major challenge of how to use the funding most effectively.
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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 improve reading progress/ attainment among disadvantaged children. (With a focus on the lowest 20%)	Reading is valued as high priority across the school for ALL children. Reading is seen as the key to Cultural Capital and a range of support and interventions aim to improve outcomes for all children. With over half of our SEND children also being disadvantaged focus on the attainment and progress of individual children.
To improve maths progress/ attainment among disadvantaged children.	High quality teaching identifies gaps for ALL children. Success in Arithmetic supports progress for some children.

<p>To achieve and sustain improve cultural capital for all pupils in our school, particularly our disadvantaged pupils, who may not have access to a broad range of opportunities and experiences.</p>	<p>Appropriate financial support offered where necessary to ensure our disadvantaged children experiences.</p> <p>Full engagement of our disadvantaged pupils to a broad range of opportunities.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
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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: £30,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Little Wandle and Rapid Catch-Up groups. Embed use of SEND Little Wandle Purchase Little Wandle Spelling programme. Staff CPD Funding Resources - reading intervention – Little Wandle – Catch Up. Spelling Little Wandle SEND intervention. TA cover/release from class</p>	<p>Subject Leader to monitor progress and analyse assessment data to evidence impact. Heat Maps to show progress</p>	<p>1</p>
<p>Embed Success in Arithmetic. Identify target pupils. Deliver intervention. Funding TA cover/release from class to cover intervention TA support in class</p>	<p>Subject Leader to monitor progress and analyse assessment data to evidence impact.</p>	<p>1</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions for all pupils with identified additional needs, and those who are disadvantaged.</p> <ul style="list-style-type: none"> • Paired Reading • The Active Literacy Kit. • Talkabout social skills. • Success in Arithmetic. • NIP • VIP 	<p>“Consistent evidence shows that the impact of targeted academic support can have, including those who are not making good progress across the spectrum of achievement.” (Educational Endowment Foundation.)</p>	1 and 3
<p>Additional phonics sessions targets at children in year 3-6, targeted at disadvantaged pupils who require additional phonics support.</p>	<p>“Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics sessions have been shown to be more effective when delivered as a regular session over a period of up to 12 weeks. (Educational Endowment Foundation.)</p>	1

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff on the use of Zones of regulation across the whole school, so that they can support the pupils to understand and manage their feelings.</p>	<p>A key high-quality teaching and targeted intervention strategy is improving social and emotional learning. When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being, and academic performance. (Education Endowment Foundation.)</p>	3

<p>Disadvantaged children, who are unable to pay for their extra- curricular activities, will have the costs funded from the Pupil Premium budget.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Education Endowment Foundation.</p>	<p>2</p>
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Total budgeted cost: £53,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole class and individual music lessons were built into the whole school curriculum as part of our wider offer. This allowed ALL children to have equal access to a range of activities.

Sporting opportunities were offered to all and subsidised by school via Sports Funding to ensure equal access for ALL.

Active Breaks proved successful in terms of pupil's well-being and ensured ALL pupils are being more active across the school day.

Progress with the Little Wandle scheme has been very positive and evident for ALL children.

The purchase of manipulatives to aid the more practical mathematics approach being used.

Funding for TAs to be able to provide small group and individual tuition.

As the PP cohort is relatively low across school, individual data is used to guide next steps rather than a whole school focus on PP. Individual data is used to determine next steps.