

Pupil premium strategy statement – HIGH GREEN PRIMARY 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

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	13.06%
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)	SEPT 2022 TO JULY 2023 Three Year Plan – 2022 to 2025
Date this statement was published	14.09.23
Date on which it will be reviewed	15.07.2024
Statement authorised by	DIANE SMALES HT
Pupil premium lead	SENCO's NICKIE BEAL NATALIE COE
Governor	SARAH DEAKIN

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,728.75
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>	£59,728.75

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 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 that not be experienced within the classroom.

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	59% 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.
3	As we are a small school, with 193 children on role, and only 14.5% 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%)	<p>2022/2023 disadvantaged gap at KS2 is significant but is compounded by the low numbers and SEND barriers. 80% had significant SEND barriers.</p> <p>Across Reading, Writing and Maths the KS2 gap on average is 47%.</p> <p>At KS1, the gap is much lower at 10% on average, with 38% of PP children having significant SEND barriers.</p>
To improve maths progress/ attainment among disadvantaged children.	<p>2022/2023 disadvantaged gap at KS2 is lower than Reading and Writing, at 28% but is compounded by the low numbers and SEND barriers. 80% had significant SEND barriers.</p> <p>Across Reading, Writing and Maths the KS2 gap on average is 47%.</p>

	At KS1, the gap is similar at 19% on average, with 38% of PP children having significant SEND barriers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of personal development and wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys, SEND reviews and teacher observations, Well-Being Booklets – feedback <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</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: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Little Wandle and Rapid Catch Up groups. Purchase and develop use of SEND Little Wandle	Heat Maps to show progress	1
Training for staff to deliver SEND Little Wandle and Rapid Catch Up Sessions	Heat Maps to show progress	1
Additional TA support to deliver Little Wandle and offer bespoke programme to individual pupils	Progress data of SEND/PP children – shared at termly progress meetings	1

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

Budgeted cost: £15,750

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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training 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. Education Endowment Foundation.</p>	<p>2</p>
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Total budgeted cost: £59,750

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.

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

The move to Little Wandle showed very pleasing initial results, with progress being 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.