

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Green Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Headteacher
Pupil premium lead	Michele Jones
Governor / Trustee lead	Margaret Mckie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Including FSM and Ever 6.	£ 51,280
Recovery premium funding allocation this academic year	£ 6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 57,280
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 0

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.*
- *The focus of our Pupil Premium Strategy, is to support disadvantaged pupils, thus allowing them to become educated and successful citizens.*
- *By knowing our children well, we are able to offer bespoke support, to ensure that their needs are met.*
- *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 assessment for learning, is an essential tool to education recovery, following the pandemic. Gaps will be identified and addressed in a swift and timely manner, with the key aim of moving the learning forward.*
- *With our shared understanding of cognitive science, we are able to adapt the learning to the needs of the child, therefore maximising their ability to learn.*

Challenges

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

Challenge number	Detail of challenge
1	65% 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 199 children on role, and only 11.5% have Pupil Premium, the amount of funding is low. This provides a major challenge of how to use the funding most effectively.
4	
5	

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. (65% have SEND as well.)	Key Stage 1 and 2 reading outcomes in 2024/ 2025 show that more than 75% of disadvantaged children met the expected standard. (65% of disadvantaged have SEND as well.)
To improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 75% of disadvantaged children met the expected standard. (65% of disadvantaged have SEND as well.)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/ 25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys, SEND reviews and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff on Reading Eggs, Maths Seeds and Mathletics so that children have access to activities that are challenging, yet differentiated correctly.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002) • There is a positive link between positive attitudes towards reading and scoring well on reading assessments. (Twist et al, 2007). 	<p>1</p>
<p>Purchase of The Birmingham Toolkit, containing standardised diagnostic assessments and continued use of Sheffield Toolkit. Staff training to ensure that assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide reliable insights into strengths/ weaknesses of each child. This will help to ensure the correct additional support through interventions or quality first teaching.</p> <p>Standardised tests provide reliable insights into strengths/ weaknesses of each child. This will help to ensure the correct additional support through interventions or quality first teaching. (Education Endowment Foundation.)</p>	<p>1</p> <p>1</p>
<p>Purchase of Collins Big Cats, Systematic Synthetic Phonics programme and books to secure stronger phonics teaching for all pupils. Training for staff on the</p>	<p>Phonics approaches have a high evidence base that show a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Education Endowment Foundation)</p>	<p>1</p>

use of the new phonics scheme so that it is taught effectively for all pupils.		
Training for SENDCO on The SCERTS approach and Trauma Informed approaches	<p>Priority goals are established to address the core challenges of ASD, building a child's capacity to initiate communication with a presymbolic and/or symbolic communication system, and to regulate attention, arousal and emotion.</p> <p>Individualized intervention is provided based on a child's strengths and weaknesses and is guided by research in child development and developmentally appropriate practices.</p> <p>The SCERTS Model incorporates intervention strategies derived from empirically-supported practices of developmental social-pragmatic and contemporary behavioural approaches.</p>	3

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

Budgeted cost: £ 35,000

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 	<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.”</p> <p>(Educational Endowment Foundation.)</p>	1 and 3

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Additional phonics sessions targets at children in year 3-6, targeted at disadvantaged pupils who require additional phonics support.	“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.)	1

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

Budgeted cost: £ 5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.)	3
Disadvantaged children, who are unable to pay for their extra- curricular activities, will have the costs funded from the Pupil Premium budget.	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.	2

Total budgeted cost: £ 57,870

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 2020 to 2021 academic year.

We used Pupil premium to ensure that Covid protocols were adhered to, such as not crossing bubbles and ensuring we had the staffing to do that.

We also offered additional music lessons to those children who wanted them.

Phonics training given to ensure staff were able to deliver the Letters and Sounds programme.

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.

Monitoring of progress is ongoing due to disruption by closing of school.

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

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.