

Highampton Primary School Pupil Premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2021-2025 academic years 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	Highampton Primary School
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	Two PP children (6.8%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Luxford, Principal
Pupil premium lead	Jo Luxford, Principal
Governor / Trustee lead	Tania Skeaping – Chair of Trustees

Highampton Primary School Pupil Premium strategy statement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,910
Recovery premium funding allocation this academic year	£290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£3,200

Highampton Primary School Pupil Premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

At Highampton Primary School the curriculum has been designed to ensure the children **Learn, Care, and Grow Together** by offering stimulating and awe-inspiring learning experiences with our school values at its heart. It is bespoke to the needs of the pupils at Highampton Primary School not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum but by developing individual and collaborative learning experiences, a positive growth mind-set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small village school with a constantly evolving and developing curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. We develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world.

We have high expectations for every child so that they achieve their potential and be the best that they can be.

We plan a high quality, knowledge rich and inspiring curriculum, which builds a respect for diversity and challenges/questions social justice. Our curriculum supports leadership and civic responsibility for all learners, and we support staff with high quality CPD.

Our school has a costed Pupil Premium Strategy that uses a consistent framework based on areas of need identified through the EEF research. This plan is available on the website and reviewed termly by the Principal, Subject Leaders and Governors.

We use the following guiding principles as part of our work in supporting disadvantaged children:

All staff are aware of the disadvantaged children they teach or support. We consciously build strong relationships with these children, gaining knowledge of their strengths and areas for development, their individual contexts and aspirations.

Highampton Primary School Pupil Premium strategy statement

We focus on developing children as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

We remember that we are powerful advocates: we have a responsibility.

We know that excellent teaching is at the heart of disadvantaged learners' success supported by: our ambitious learning culture, our pedagogy, knowledge-rich, progressive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

We know that excellent teaching is adaptive and meets the needs of the learner; we use evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.

We address financial and practical barriers to learning and enrichment.

We focus on learning behaviours: we explicitly teach students behaviours to enrich and develop lifelong learning and intervene, where necessary, to support progress. We use qualitative and quantitative data to inform our interventions.

We understand that excellent attendance is fundamental to student success.

Challenges

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

Highampton Primary School Pupil Premium strategy statement

Challenge number	Detail of challenge
1	Attendance rates for vulnerable learners are lower than for other groups of learners.
2	Oral language skills Weak Language and Communication skills - our assessments, observations and discussions with pupils indicate that a significant proportion of children on entry to EYFS have weak language and communication skills. These are evident from Reception through to KS2.
3	Early Maths skills – KS1 and lower KS2. Assessments indicate that attainment in maths is lower for disadvantaged students than for non-disadvantaged learners in KS1 and KS2.
4	Social and emotional needs Our assessments, observations and discussions – and the number of families who are supported by or in need of Early Help – show that their complex family situations for some disadvantaged students. Pupils eligible for Pupil Premium have experienced more Adverse Childhood Experiences.
5	Limited aspirations/mental health difficulties. The following are highlighted as some of the main current and future health and wellbeing challenges across the Devon Sustainability and Transformation Partnership area (Healthy and Happy Communities 2021 – 2025): Access to services, including socio-economic and cultural barriers Complex patterns of urban and rural deprivation Housing issues (quality and affordability) Poor mental health and wellbeing, social isolation and loneliness. Our observations and discussions with pupils have identified social and emotional issues for some children and families due to a lack of enrichment opportunities during school closures. The challenges particularly affect disadvantaged pupils, including their attainment.
6	Early Reading expectations and support Disadvantaged pupils currently benefit from enhanced support for reading.

Highampton Primary School Pupil Premium strategy statement

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
<p><u>Oral language skills/vocabulary</u> Improve oral language skills and vocabulary through targeted intervention. Support higher rates of progress across EYFS especially in speaking, understanding, listening and attention.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children, supported by book looks and improved engagement in lessons. EYFS outcomes improve for disadvantaged children, leading to improved outcomes and progress as they move through KS1.</p>
<p><u>Limited aspirations and access to cultural capital</u> Disadvantaged children accumulate the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Disadvantaged children have a reduction in the number of behaviour incidents, and increased involvement in clubs and areas of responsibility across the school. Disadvantaged children are involved with Leadership activities across the school. Disadvantaged children have increased access to out of school activities to increase cultural capital</p>
<p><u>Social and emotional needs.</u> Improved attendance rates and punctuality for disadvantaged children Families identified as having complex family situations are supported through a multi-agency approach. The school community, and particularly disadvantaged families, have a greater understanding of positive mental health and how to stay mentally healthy.</p>	<p>Sustained high levels of wellbeing in 2023/24/25 demonstrated by: *Attendance rates improve for disadvantaged children and they have reduced frequency of being late. <i>The overall absence rate for all pupils being no more that 4%.</i> <i>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced significantly.</i> <i>The % of disadvantaged pupils who are persistently absent is reduced significantly.</i> *Disadvantaged families are able to support their child/children as they have a strong support network and are able to address complex living and housing needs. *Student voice, student and parental surveys and teacher observations voice and understanding of mental health and hoe to stay mentally healthy.</p>

Highampton Primary School Pupil Premium strategy statement

<p><u>Early Maths skills</u> Quality first teaching approaches, Pre-Teach and formal interventions to improve fluency and confidence in maths.</p>	<p>Disadvantaged children make rapid progress in maths and show greater resilience when facing challenge.</p> <p>KS2 Maths outcomes 2023/24/25 show that a greater number of disadvantaged children meet the expected standard.</p>
<p><u>Early Reading and Reading for Pleasure</u> Disadvantaged children to maintain positive attitudes to reading and to develop pleasure in Reading as the move through the school.</p>	<p>Disadvantaged children make rapid progress in phonics (RWI) in EYFS (where applicable) and KS1.</p> <p>Disadvantaged children in KS2 talk about their enjoyment of reading, read regularly at home and make sustained and sometimes rapid progress in reading.</p> <p>KS2 reading outcomes 2023/24/25 show that a greater percentage of disadvantaged children meet the expected standard.</p>

Highampton Primary School Pupil Premium strategy statement

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to develop quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy</i></p>	<p>T and L Community of Practice – supporting pedagogy and small school class structures. Trust focus on Trauma informed approach and effective pedagogy including January INSET and follow up staff CPD.</p> <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’. 1, 3-6 7</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from weekly Incremental Coaching from principal; Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p>	<p>3,6</p>
<p><i>Support early language and reading skills through RWI programme</i></p>	<p>EEF Early Reading and OFSTED reading strategy</p> <p>The EEF shows extensive evidence that the use of a systematic phonics programme has positive impact on early reading.</p> <p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress.</p> <p>Increasing range of phonetically decodable books for the very weakest readers.</p> <p>EEF – Extensive evidence shows that high quality structured interventions help pupils struggling with their literacy.</p>	<p>6</p>

Highampton Primary School Pupil Premium strategy statement

<i>Ensure assessment supports the early identification of areas of difficulty and addresses through impactful intervention</i>	<p>EEF intervention</p> <p>The ‘Closing the Attainment Gap’ document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.</p> <p>The EEF document ‘Preparing for Literacy’ recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	3,6
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Targeted academic support

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop focused reading groups and reading more with adults Additional phonics support through targeted intervention and regular additional rehearsal.</i>	Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress Increasing range of phonetically decodable books for the very weakest readers In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy.	6
<i>Speech link to support speech and language development.</i>	Speech and Language Therapy - EEF shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research. EEF – Extensive research shows that purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication.	2
<i>Increase quantity and develop quality of Early reading resources including purchase of Fresh Start reading programme and Read Write inc spelling resources</i>	Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress Increasing range of phonetically decodable books for the very weakest readers	6

Highampton Primary School Pupil Premium strategy statement

<p><i>Times tables rocks stars to support number fluency and assigning confidence in number.</i></p>	<p>In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy. In the EEF, there is moderate evidence that supports interventions where an accurate baseline test ensures that the intervention is appropriate. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in DFE's 'Improving School Attendance'.</i></p> <p><i>Establish 'easy to access' information for parents about children's absence and the potential impact on their education.</i></p> <p><i>Establish support from EWO to improve attendance of disadvantaged pupils.</i></p>	<p>EEF - Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF – extracurricular activities – life skills and character building in determining life chances.</p>	<p>1, 5</p>
<p><i>Support children to attend out of school provision – clubs and holiday opportunities, learning to play instruments, sport participation.</i></p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr.</p> <p>Pupils at Black Torrington Primary School need access to experiences to enable them to build positive attitudes and values and have access to cultural capital.</p>	<p>1</p>

Highampton Primary School Pupil Premium strategy statement

<p><i>Support and encourage Parental engagement</i></p>	<p>Families are listened to and encouraged to have a voice in school – they can ask for support and information about specific issues and be involved in working towards school and community goals.</p> <p>EEF Working with parents to Support Children’s Learning</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>1,4,5</p>
<p><i>Multi agency support for families to improve outcomes for their children and increase awareness of how to stay mentally healthy.</i></p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE’s study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that ‘protective factors’, namely interventions by emotionally available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>1,4, 5</p>
<p><i>Therapeutic support for children to have understanding of positive mental health and how to maintain it.</i></p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE’s study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that ‘protective factors’, namely interventions by emotionally available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>1,4,5</p>

Total budgeted cost: £ 3,200

Highampton Primary School Pupil Premium strategy statement

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 2022/23 academic year.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?
Continue to develop quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy	Baseline assessments to establish year groups key areas for development. Termly monitoring of attainment levels compared to PPG children's non-PPG peers. PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class.	Children have made good progress from their starting points despite some children not achieving ARE.
<i>Support early language and reading skills</i>	RWI programme Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud	100% of Year 1 children passed PSC
<i>Ensure assessment supports the early identification of areas of difficulty and addresses through impactful intervention</i>	Catch up plans support progress of PPG children. Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud timetabled daily reading survey, reading enrichment activities.	Identification of additional needs and application in place.

Highampton Primary School Pupil Premium strategy statement

Develop focused reading groups and reading more with adults.	Additional phonics support through targeted intervention and regular additional rehearsal.	Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud timetabled daily reading survey, reading enrichment activities. Catch Up Plans, provision mapping and RWI tracking
Develop oracy skills	Speech link to support speech and language development.	Assessments show that no intervention was needed for speech support in KS1 Vocabulary developed with DELP triangle used alongside English blocks, Reading/Writing progression charts. Ambitious vocabulary used with Base curriculum.
Increase quantity and develop quality of Early reading resources	Purchase of Fresh Start reading programme and Read Write inc spelling resources	RWI greatly supporting phonics progress.
To support number fluency and assigning confidence in number.	Times tables rocks stars	Intervention data supports identified progress within the programme for individual children and programmes.
Improve attendance	Embedding principles of good practice set out in DFE's 'Improving School Attendance'.	Current PPG children attendance to date has greatly improved above National and the school's target of 96%
Increase PP participation	Support children to attend out of school provision – clubs and holiday opportunities, learning to play instruments, sport participation.	PPG children attending after school clubs/ outdoor and adventurous activities, including residential have increased.
Parents and carers to better support their children with their learning	Support and encourage Parental engagement	Parent surveys are positive. Active FOBS and supportive parental engagement. Opportunities for parents to be part of school – community events.

Highampton Primary School Pupil Premium strategy statement

<p>To improve outcomes for children and increase awareness of how to stay mentally healthy.</p>	<p>Multi agency support for families</p>	<p>Early identification of need and supportive strategies used to improve understanding of how to be mentally healthy. Mental Health and Well-being policy developed by staff and parents. Mental Health first aiders Developing a whole school approach to mental health. INSET and Twilight training Trauma Informed approach.</p>
<p>To have understanding of positive mental health and how to maintain it.</p>	<p>Therapeutic support for children</p>	<p>Therapeutic approach now documented in-line with Mental Health strategy/policy. ACE training/trauma informed approach</p>
<p>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</p>	<p>SENDCo/Ast SENDCo to provide CPD half termly.</p> <p>Individual vulnerable groups Case Studies regularly updated, and actions taken as a result.</p> <p>Termly raising achievement meetings to analyse concerns, interests and barriers for vulnerable groups – support for staff in acting on and reducing barriers.</p> <p>Half termly analysis of data for vulnerable groups; impact of intervention and personalised learning monitored.</p> <p>Promote inclusion of vulnerable groups</p>	<p>Children are engaged with their learning and are most are making good progress from their starting points; barriers to this progress are being addressed through Catch Up support, Early Help.</p> <p>Some disadvantaged children have made better than expected progress from their starting points.</p> <p>This approach has been successful alongside additional strategies to support specific areas of learning and developing high aspirations.</p>

Highampton Primary School Pupil Premium strategy statement

<p>To increase the percentage of children achieving well in reading and maths.</p> <p>Ensure baseline assessments in Aut term provide evidence of children's starting points.</p>	<p>'Coaching' supports CPD and regular reviews of teaching and learning.</p> <p>Increased focus progress and attainment in reading and phonics, including motivation for reading,</p>	<p>Coaching has enabled teachers to develop in areas that they have identified and has proved valuable in enabling teachers to support children's improved outcomes in a variety of ways.</p> <p>Baseline assessments have supported staff in understanding gaps and areas of learning that required a whole class, group or individual approach to support.</p> <p>Children's progress has been closely monitored for progress from starting points and this supports staff in providing additional intervention where needed.</p> <p>RWI has been impactful in developing early reading skills with pace and rigour.</p>
<p>Children will make rapid and sustained progress in reading and will be on track to meet age related expectations</p>	<p>A community of Readers – Reading/Phonics Action Plan:</p> <p>DELP – Enhanced language programme principles to support the understanding and use of language. Tier one, two and three vocabulary, focus on morphology and language comprehension</p> <p>High quality/motivational reading material including ensuring diverse backgrounds are represented</p> <p>Targeted interventions.</p>	<p>Early Reading strategies (RWI) with the recognition that continued reading of a diverse range of books and authors supports opportunity, engagement and aspirations for older readers.</p>

Highampton Primary School Pupil Premium strategy statement

<p>Children to make rapid and sustained progress in maths.</p> <p>Pre Teaching sessions in maths support engaged, thoughtful and connected learner; assigning confidence through the use of agreed Pre Teaching strategies.</p> <p>Maths Mastery programme to support focused improvement in the teaching of maths.</p>	<p>Twice weekly Pre-Teaching in maths for agreed groups of learners.</p> <p>Regular CPD through Maths Mastery Programme.</p>	<p>Pre-Teaching in maths continues as it is a researched approach that assigns confidence.</p> <p>Staff will continue to use previous Maths Mastery CPD to support children's attainment and progress in maths, with the small stapes approach of WRM.</p>
<p>Children with social and emotional needs (that create barriers to successful learning) to have 'in school' support leading to good and sustained progress.</p>	<p>Staff and Mental health champions to work with individual children and their families.</p> <p>Mental Health Policy to have input from school community.</p> <p>Use of Boxhall Profile learning plans to support strategies to support wellbeing.</p> <p>Support/signposting from mental health professionals when required.</p> <p>Whole Cluster focus on Ten a Day for mental health and 'Normal Magic' mental health strategies.</p>	<p>Children have some strategies to support positive mental health and can talk to others about mental health.</p> <p>'Hello Yellow' is celebrated annually and Black History Month is marked in school.</p> <p>Children know the importance of talking and listening to each other and to trusted adults when struggling with a problem.</p> <p>Mental Health Aid First Training supports our continued focus on positive mental health for all members of school community.</p>

Highampton Primary School Pupil Premium strategy statement

	<p>PSHE - development of curriculum. Use of Young Citizens, Expect Respect. PSHE Association resources.</p> <p>Behaviour Support - new Behaviour Policy now implemented.</p> <p>Individual behaviour plans as required.</p> <p>Children's voice has a key role in supporting positive mental health.</p>	
<p>Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics.</p>	<p>Speech and Language Link early assessment and resources support identification and targeted support.</p> <p>Phonics intervention programme.</p> <p>Targeted speech and language support.</p>	<p>Speech and Language Link assessments have supported early intervention, which builds on what children have already had success with.</p> <p>DELP strategies continue to support the understanding and development of language for all children, recognising their starting points.</p> <p>Oracy has been a focus in the classroom with sentence starts for debate and discussion as well as providing an alternative viewpoint.</p>
<p>To enable all pupils to participate in after-school clubs where possible and activities and to provide financial support for educational visits, raising horizons and aspirations.</p>	<p>After school clubs to develop learning beyond the curriculum where possible.</p> <p>Extended experiences away from school in KS2 – Y5 and Y6.</p> <p>Programme of visits and visitors to raise aspirations.</p>	<p>They have 'met real' people from their community and from passionate and diverse role models to engage and motivate them.</p> <p>Audits of children's aspirations and representation of vulnerable groups across the school have started to reflect this.</p> <p>Children have increased awareness of cultures and environments different from their own.</p>

Highampton Primary School Pupil Premium strategy statement

<p>Support parents in understanding how to help their child with reading and homework.</p>	<p>A community of Readers – Reading Action Plan:</p> <p>Parent workshops and opportunities to work alongside their children termly</p>	<p>Phonics and DLP workshops to support reading at home.</p>
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Highampton Primary School Pupil Premium strategy statement

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?	

Highampton Primary School Pupil Premium strategy statement

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.