



# Highampton 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	Highampton Primary School
Number of pupils in school	27
Proportion (%) of pupil premium eligible pupils	15% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	12.11.2021
Date on which it will be reviewed	12.11.2022
Statement authorised by	Lisa Paton (Inclusion Exec Principal)
Pupil Premium lead	Deirdre Petersen (Principal)
Governor / Trustee lead	Bridget Down (Chair of LSB)



# Highampton Pupil Premium strategy statement



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,070



# Highampton Pupil Premium strategy statement



## Part A: Pupil premium strategy plan

### Statement of intent

Highampton Primary School is ambitious for all our pupils to achieve, and we aspire for all to flourish through our school vision 'Learn, Care, Grow Together'. We recognise that a values-based approach and quality first teaching is key to improving outcomes for all pupils. Our aim is to improve oral language skills across the school through dialogic approaches in order to increase progress in Phonics and Reading for all pupils, including those eligible for PP. Across the curriculum, PP will help to provide focused support to ensure that all pupils are able to progress from their starting points; curriculum enrichment and cultural capital for pupils eligible for PP is another key focus in creating life chances for all our pupils. Common barriers to learning can be: lack of support at home and poor language and communication skills. Our guiding principles for supporting vulnerable pupils in receipt of PP funding are:

- Staff build trusting relationships with vulnerable pupils, gaining insight into their circumstances as well as their individual strengths and development areas.
- We have a strong focus on developing the whole child: celebrating their success as well as addressing the barriers they may face.
- We have a civic responsibility to ensure all pupils are offered equity in provision in order for them to achieve success.
- Our knowledge rich curriculum is adapted to the needs of our most vulnerable pupils and we aspire to excellent teaching which is inclusive and feeds into our learning culture.
- We address financial and practical barriers to learning and enrichment opportunities – we provide for our vulnerable families through uniform, enrichment trips and activities to add to their cultural capital.



# Highampton Pupil Premium strategy statement



## Challenges

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

Challenge number	Detail of challenge
1	<i>Wellbeing, mental health issues</i>
2	<i>Gaps in prerequisite knowledge due to challenges faced during lockdown</i>
3	<i>Lack of engagement and access to wider experiences through enrichment has created gaps in learning</i>

## Intended outcomes

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"><li>• Quantitative data from Boxall profiling</li><li>• Qualitative data from student voice, student and parent surveys and teacher observations</li><li>• An overall rise in achievement</li><li>• A significant increase in participation in enrichment activities</li></ul>
To improve pupils' achievement in key areas of the curriculum to ensure that prerequisite age-related knowledge is embedded.	Pupils eligible for PP make rapid progress by the end of the year so that a greater number of pupils meet or exceed age related expectations across the curriculum through the following: <ul style="list-style-type: none"><li>• Additional Oracy sessions</li><li>• Additional Phonics sessions</li><li>• Additional Reading sessions</li></ul>



# Highampton Pupil Premium strategy statement



	<ul style="list-style-type: none"> <li>• Additional Arithmetic sessions</li> </ul>
To improve pupil's presentation and handwriting skills.	<p>The quality of pupils' recording across the curriculum demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Care and pride in the pupil's work</li> <li>• A clear, systematic approach to learning and problem solving</li> <li>• Age related manuscript skills with legible and attractive handwriting</li> </ul>
To assure accessibility of wider cultural experiences for all pupils	<ul style="list-style-type: none"> <li>• All children are able to access curricular opportunities such as: swimming, theatre trip, sporting events, residential trips etc</li> <li>• Use of PP to assist with curriculum catch up so that all pupils have equity in school experiences</li> </ul>
To involve parents and carers to work in collaboration with the school to find solutions to barriers to learning	<p>Parental/Carer engagement with the school is effectively supporting pupil's achievement through the following:</p> <ul style="list-style-type: none"> <li>• Participation in parental/carers consultations with agreed next step targets</li> <li>• Parent/Carer workshops</li> </ul>

## Activity in this academic year

**Targeted Teaching:** Budgeted cost: £ 1,800

Activity	Evidence that supports this approach	Challenge number addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1



# Highampton Pupil Premium strategy statement



development and training for staff.		
Continue to develop high quality first teaching focussed on oracy and language development	High-quality classroom discussion, is inexpensive to implement with high impact on reading. EEF toolkit - <a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	2
CPD for teachers and support staff with a focus on Reading skills to enable high quality teaching for all	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: The Sutton Trust (2011)	2
CPD for teachers and support staff with a focus on wellbeing, SEMH and SEND needs	EEF toolkit - <a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1
Access to a broad rich curriculum	EEF toolkit - <a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	3

## Targeted academic support Budgeted cost: £ 2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of staff for tutoring and small group work to 'catch up'	EEF toolkit - <a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1 and 3
Speech and language intervention (Speechlink)	Implemented across KS1 to support language and communication – as per County guidance	1 and 3
Focussed reading groups, reading intervention work	EEF suggest oral reading interventions have a good impact on pupil Reading ability	1, 3 and 4



# Highampton Pupil Premium strategy statement



Phonetically decodable books and support for parents in home reading	Books aligned with Phonics teaching	1, 3 and 4
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## Wider Activities Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop enrichment opportunities for all children including access to the arts, music and sport.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <ul style="list-style-type: none"> <li>• <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	1 & 3
Develop positive personal learning behaviour strategies for pupils	Positive learning behaviours promote positive outcomes for all children:  <a href="https://www.educationendowmentfoundation.org.uk/learning-behaviours">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>	1,2 & 3
Extra-curricular enrichment for pupils eligible for PP	<ul style="list-style-type: none"> <li>• Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chances</li> <li>• Access to residential trips and visits including overnight trips to outdoor educational centres – wellbeing/ physical health improvement</li> </ul>	2

**Total budgeted cost: £ 5,500**



# Highampton 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 2020 to 2021 academic year.

**Teaching priorities** – to diminish the attainment gap between PP and non-PP eligible pupils.  
**Activity** – half termly assessments; monitoring and evaluation of progress between PP and non-PP peers through pupil progress meetings.  
**Outcome** – progress from baselines show that overall PPG pupils made good progress to their starting points.

<b>Previous Academic Year</b>	2020 -21
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**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children’s attainment and progress is recorded and monitored on the school’s Assessment Tracking system and informs planning.	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions.	Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years.  Many disadvantaged children were able to attend school during the closures.	Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£415



## Highampton Pupil Premium strategy statement



Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children make at least expected progress relative to their starting points and achieve at least in line with national age-related expectations.	All children are receiving teaching and learning on a daily basis that is at least good.	PP children given every chance to succeed both during school closure and on return to school.	Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£1200
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Pupil progress is accelerated through the implementation and analysis of 'soft measures' support such as attendance and engagement	To use the Soft Measures Tracker to record expenditure of PPG and measure the impact across the academic year using a range of soft measures, such as attendance and engagement	PP pupil attendance and engagement is high	Ensure that 'soft measures' are continually monitored so that PP families are guided if the measures fall	£250



## Highampton Pupil Premium strategy statement



Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children with delayed speech and language development make rapid and sustained progress to meet age related expectations.	Liaison with SALT team and referrals where appropriate to gain outside agency expertise  Assessment using Speech Link and Language Link and analysis to guide intervention	PP pupils with S&L difficulty are offered targeted support to catch up with peers	Ensure that assessments are done early in the year so that issues are highlighted and dealt with early and gaps plugged through targeted support	£300
Children not on track in Reading to make rapid and sustained progress to meet age related expectations.	Phonics teaching is tailored to pupil needs within QFT  A research based Phonics programme and training is put into place to ensure best practice	PP pupils who are not on track in Reading are offered targeted support to catch up with peers	Ensure that Phonics programme used is fit for purpose and if not invest in another, research based programme in coming academic year	
Children not on track in Writing to make rapid and sustained progress to meet	Teaching in Spelling, Punctuation and Grammar is tailored to pupil needs within QFT	PP pupils who are not on track in Writing are offered targeted support to catch up with peers	Continue to embed pupil conferencing in Writing so that PP children have the best chances of success in writing	



## Highampton Pupil Premium strategy statement



age related expectations.		Bespoke interventions in spelling and handwriting offered to PP pupils/ pupil conferencing with CT		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Review / Lessons learned</b>	<b>Cost</b>
Children not on track in Maths to make rapid and sustained progress to meet age related expectations.	<p>Maths teaching is tailored to pupil needs within QFT</p> <p>A research based Maths CPD training is put into place to ensure best practice</p> <p>Half termly assessment and analysis is used to identify Maths gaps</p>	<p>PP pupils who are not on track in Writing are offered targeted support to catch up with peers</p> <p>Bespoke interventions in spelling and handwriting offered to PP pupils/ pupil conferencing with CT</p>	Continue to embed pupil conferencing in Maths and on the spot formative assessment so that PP children have the best chances of success in Maths	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Review / Lessons learned</b>	<b>Cost</b>
Cultural capital is improved by offering curricular enrichment	Online based activities matching curriculum offer increase in cultural capital during school closure and limited trips/ visits due to safety measures	Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years.	As soon as safety measures allow, enrich the curriculum where possible to ignite awe and wonder in learning	£650



## Highampton 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
Read Write Inc	Ruth Miskin
Speech and Language Link	Speechlink Multimedia Ltd
Nelson Handwriting	Oxford Owl
REACH curriculum	The Reach Foundation

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A