

Highfield Primary School Pupil premium strategy statement

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	420
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2022-23 2023-24 2024-25
Date this statement was published	07/11/2022
Date on which it will be reviewed	July 2023 (published review September 2023)
Statement authorised by	Jonathan Feeley
Pupil premium lead	Jonathan Feeley
Governor / Trustee lead	Oliver Thorne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47 090
Recovery premium funding allocation this academic year	£5 075
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£52 165

Part A: Pupil premium strategy plan

Statement of intent

The Ultimate Objectives for our Disadvantaged Pupils

- To help vulnerable or disadvantaged children to reach their potential.
- To close the attainment gap between disadvantaged and non-disadvantaged children both nationally and within school.
- For all children to be prepared for the next step in their education and make a positive contribution to society.

'At Highfield we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.'

Highfield Primary Equalities Statement (2022)

At Highfield we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the Pupil Premium to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

What is the Pupil Premium?

'Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.'

Department of Education (2022)

How the Pupil Premium makes a difference at Highfield Primary School

Strong strategic leadership, robust systems of assessment and organizational accountability ensure that all children are planned for, monitored and supported appropriately. The Head and Deputy along with an identified governor, lead the implementation of the Pupil Premium Action Plan. They are then held accountable by the Governors resources sub-committee on the impact of spending.

At Highfield we take a holistic approach to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Each Pupil Premium child has the provision they receive mapped to ensure they enjoy academic, enrichment and well-being learning opportunities to unlock their potential. This is how we do it:

Supporting the whole child: Academic, Enrichment and Well-Being

Academic

- Dedicated discreet pupil/teacher learning time
- Comprehensive programme of 1:1 tuition with class teachers and Higher-Level Teaching Assistants linked to whole class teaching
- Dedicated 1:1 reading time
- 'Closing the Gap' action plans directly targeting specific learning gaps
- Investment in equipment for individual learning needs
- Additional targeted homework
- Additional SATs and preparation materials
- Reading buddies
- Dedicated speech and language time

Enrichment

- Subsidised trips (including residentials in years 4&6) for every year group, with visits linked to the curriculum, such as: National Railway Museum, Skipton Castle, Marrick,
- Extra-curricular sports clubs, including: netball, rugby, football
- Extra-curricular clubs, including: Chess, Lego, Choir, Games, Gardening, Computer Xplorers, drama
- Music lessons
- Responsibilities to contribute to the well-being of the school



Well-Being

- Rigorous attendance monitoring
- When identified, dedicated learning mentor time to promote confidence and self-esteem
- Enhanced opportunities to take part in activities in which they can thrive such as within-school clubs.
- Open communication with parents to forge strong links

Challenges

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

Challenge number	Detail of challenge								
1	<p>Increased likelihood of social, emotional and mental health issues as a result of home life challenges, exacerbated by the pandemic.</p> <p><i>Throughout the pandemic, parents in households with lower annual incomes reported their children had more symptoms of behavioural, emotional, and attentional difficulties than those with higher annual income.</i></p> <p>COVID-19 mental health and wellbeing surveillance: report (2022)</p> <p>The cost of living crisis has increased the stresses placed upon families from disadvantaged backgrounds and this means children are increasingly becoming anxious and worried and increasingly not having basic needs met (taken from actionforchildren.org, 2022). This is compounding the effects of the pandemic. This impacts upon children’s happiness, health, self-esteem and readiness to learn.</p>								
2	<p>Parental engagement and enrichment opportunities.</p> <p>Access to technology preventing engagement with homework or learning outside the classroom.</p> <p>Attending parents evenings either in person or online.</p> <p>Reduced exposure to enrichment opportunities outside of school.</p> <p>Reduced opportunities to access high quality reading materials.</p> <p>Opportunities to invest in their child’s cultural capital by taking up an after-school club.</p> <p>Attendance in 2021-22: Pupil Premium 93% Non-Pupil Premium 95%</p>								
3	<p>Attainment in reading, writing and maths.</p> <p>Both within school and nationally, disadvantaged pupils remain behind their peers in terms of attainment:</p> <p>Year 1 Phonics:</p> <table border="1" data-bbox="371 1756 1404 1854"> <thead> <tr> <th data-bbox="371 1756 890 1805">Disadvantaged</th> <th data-bbox="890 1756 1404 1805">Non-Disadvantaged (School)</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 1805 890 1854">100% Met the phonics pass mark</td> <td data-bbox="890 1805 1404 1854">76% Met the phonics pass mark</td> </tr> </tbody> </table> <p>Year 2 Phonics:</p> <table border="1" data-bbox="371 1939 1404 2038"> <thead> <tr> <th data-bbox="371 1939 890 1989">Disadvantaged</th> <th data-bbox="890 1939 1404 1989">Non-Disadvantaged (School)</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 1989 890 2038">60% Met the phonics pass mark</td> <td data-bbox="890 1989 1404 2038">86% Met the phonics pass mark</td> </tr> </tbody> </table>	Disadvantaged	Non-Disadvantaged (School)	100% Met the phonics pass mark	76% Met the phonics pass mark	Disadvantaged	Non-Disadvantaged (School)	60% Met the phonics pass mark	86% Met the phonics pass mark
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	<p>Key Stage 1 Attainment:</p> <table border="1" data-bbox="363 232 1409 483"> <thead> <tr> <th data-bbox="363 232 711 315"></th> <th data-bbox="711 232 1059 315">Disadvantaged</th> <th data-bbox="1059 232 1409 315">Non-Disadvantaged (School)</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 315 711 356">Combined:</td> <td data-bbox="711 315 1059 356">14%</td> <td data-bbox="1059 315 1409 356">73%</td> </tr> <tr> <td data-bbox="363 356 711 396">Reading:</td> <td data-bbox="711 356 1059 396">43%</td> <td data-bbox="1059 356 1409 396">75%</td> </tr> <tr> <td data-bbox="363 396 711 436">Writing:</td> <td data-bbox="711 396 1059 436">14%</td> <td data-bbox="1059 396 1409 436">73%</td> </tr> <tr> <td data-bbox="363 436 711 483">Maths:</td> <td data-bbox="711 436 1059 483">14%</td> <td data-bbox="1059 436 1409 483">83%</td> </tr> </tbody> </table>				Disadvantaged	Non-Disadvantaged (School)	Combined:	14%	73%	Reading:	43%	75%	Writing:	14%	73%	Maths:	14%	83%
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4	<p>Underdeveloped speech, language and vocabulary.</p> <p>‘By the end of the Early Years Foundation Stage (EYFS) a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers. UK children in receipt of free school meals and who live in disadvantaged areas are 2.3 times more likely to have a speech, language or communication need.’ (Hempsall, 2019)</p> <p>Further to this, a study by Speech and Language UK found that over 1.7 million children were behind in their verbal communication following the impact of the Covid pandemic.</p> <p>The vocabulary gap, which disproportionately affects disadvantaged children, is a powerful indicator of learning and prospects. It is therefore a gap which must be closed at the earliest opportunity.</p>																	

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>Top ensure the social and emotional well-being of all pupils in receipt of the pupil premium are met.</p>	<p>Children are happy, healthy and ready to learn, making positive contributions to the school.</p> <p>Children are emotionally healthy, in control of their thoughts, feelings and behaviours.</p> <p>Children feel supported and given the opportunity to explore their emotions and strengthen relationships. This will allow them to nurture their social and emotional well-being and to develop resilience.</p> <p>When required, children have the opportunity to receive effective support in relation to their mental health and are able to utilise given strategies to look after their mental well-being.</p> <p>Consistent with School Improvement Priority 4 (2022-23), staff are more confident and knowledgeable in their delivery of lessons focussing on mental health and able to deliver mental health strategies. This includes trauma informed practice.</p>
<p>To raise each child's cultural capital through parental engagement and the opportunities provided by our curriculum and extra-curricular activities.</p>	<p>Attendance for children in receipt of the pupil premium is in line with children not in receipt.</p> <p>Open and strong relationships with parents developed through regular communication.</p> <p>All children in receipt of the pupil premium:</p> <ul style="list-style-type: none"> • Have access to technology at home allowing them to engage with online learning fully and parents to access parents evening and parental information online • Have priority in accessing extra-curricular clubs such as chess, gymnastics, drama and netball. These activities are also paid for by school. • Have priority access to enrichment opportunities within school time, such as orchestra and music tuition, funded by school. • Have access to high quality reading materials which can be taken home.

	<ul style="list-style-type: none"> • Have access to all curricular enrichment opportunities such as school trips and residential, to develop their knowledge and understanding of the world.
<p>Children in receipt of Pupil Premium funding to attain in line with their peers.</p>	<p>Disadvantaged children achieve as well as non-disadvantaged children nationally and within school.</p> <p>In addition, Disadvantaged pupils to make expected (as a minimum) or better than expected progress in reading, writing and maths by the end of the year so that the differential between Pupil Premium pupils and their peers is reduced.</p> <p>Vocabulary acquisition and understanding the key driver supported by investment in key resources to support pedagogy in reading and writing. The embedding of high-quality textbooks and CPD into their use in KS1.</p>
<p>To meet children’s speech, language and communication needs and close the ‘vocabulary gap’.</p>	<ul style="list-style-type: none"> • Improve oracy as a life skill with the long-term goal of improving social mobility and workplace opportunities. • Develop confidence in children’s ability to communicate effectively in a wide range of contexts • Improved vocabulary knowledge and understanding across the whole curriculum. • Improved impact upon writing and sentence construction through high quality talk. • Improved impact upon reading through greater exposure to a wide language and vocabulary range. • Targeted, personalised intervention with the speech and language lead for those children with identified speech, language and communication needs. • NHS speech therapy and Chatterbugs referrals for children identified as requiring external support.

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: £17 266

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – A Champion for every disadvantaged child	<p>‘A Champion for Every Child’ is a programme launched by The Kemnal Academies Trust, focused on providing ‘Pupil Premium children in its academies with 1:1 support to help them progress both in terms of academic outcomes and social and emotional development’ (ImpactEd: The Kemnal Academies Trust: ACE evaluation summary 2020-21). Consistent with our approach, it is delivered by support staff, guided by class teachers, the pastoral lead and the Pupil Premium strategic lead. Our strategy is designed to strengthen the human connection, not just on the academic one. The designated ‘Champion’ for each year group has partaken in training on being that ‘Champion’ and the holistic approach to ensuring every child is given the opportunity to thrive.</p>	1, 2, 3 & 4
CPD – Metacognition training for HLTA’s, including using this approach to academic tutoring	<p>‘There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.’</p> <p>Metacognition and self-regulation: Very high impact for very low cost based on</p>	1 & 3

	extensive evidence (Education Endowment Foundation Toolkit).	
Reading and phonics CPD	<p><i>‘The most important skill any child can leave primary school with is the ability to read independently and effectively for meaning.’</i></p> <p>(Steve Mynard, editor of Primary Headship)</p> <p>For this reason, reading lies at the heart of the Highfield curriculum and is the priority focus for all disadvantaged children. The 5-year average for attainment in reading at Highfield shows that 89% of children achieve the expected standard by the end of Key Stage 2. This is significantly above the national average. However, a within school gap exists and the aim is for all of our disadvantaged children to attain equally with their school peers.</p> <p>The high impact of phonics and reading comprehension strategies is well established by the EEF Toolkit. Termly CPD in early reading, phonics and effective use of the new reading books.</p> <p>Investment in the training, delivery and resources of the Government endorsed ‘Floppy’ phonics programme, consistent with ‘Effectively implement a systematic phonics programme’ (point 3 of the ‘Improving Literacy in Key Stage 1’, EEF Guidance Report).</p>	3 & 4
Improve the quality of speech, language and vocabulary intervention	<p><i>‘The hidden costs of the pandemic – children’s speech and language development’</i></p> <p>(Murillo, 2022)</p> <p>Provision for speech and language therapy was prioritised in priority one of the school improvement plan for 2020-2022 with disadvantaged children highlighted as a priority group. This is now embedded practice and funding will continue to support the development of speech, language and vocabulary development therapist.</p> <p>The work of many researchers (Becker, 1977; Biemiller, 2004; Chall, 1983; Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995, 2003; White, Graves, & Slater, 1990) have examined the problem of achievement gaps extensively and <i>“have identified limited vocabulary as an important factor in the underachievement of children from</i></p>	4

	<p><i>economically disadvantaged homes</i>" (Lubliner & Smetana, Journal of Literacy Research, 2005).</p> <p>Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential (ICAN, 2017). Furthermore, the Communication Trust (2016) highlight that 'the development of speech, language and communication in the early years has a profound and far-reaching impact on a child's life chances'. As a result, a speech and language specialist has timetabled time with identified disadvantaged children every week at Highfield. The Head, Deputy, SENDCo, and speech and language coordinator meet to monitor the initiative and discuss the impact with classroom teachers.</p>	
<p>The improvement and support of teaching and learning of Maths:</p> <ul style="list-style-type: none"> • CPD in KS1 • Resource investment in KS1 • Textbook investment in KS1 • Purchase of standardised diagnostic assessments across school 	<p>In line with the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' we have invested significant investment in manipulatives and representations to develop understanding. This includes the Nationally supported 'Maths No problem' textbook scheme which also compliments our whole school philosophy of teaching maths to mastery. Mastery is a technique the EEF suggests has a high impact for very low cost based.</p> <p>KS1 maths CPD for the Autumn term includes online training and Maths No Problem review staff meetings.</p> <p>'The use of a standardised test means that we have a way of interpreting the scores (for example, compared to a national norm for children the same age) and (we hope) that the test is the product of a robust development process that ensures its validity for these students and purposes' (EEF Blog: Assessing learning in the new academic year).</p> <p>Standardised tests can help to identify areas where a pupil is excelling or requires additional help which can then be supported through classroom teaching or intervention. We have invested in using the NFER tests in reading and maths to support teaching</p>	<p>3</p>

	and learning. The EEF also note that 'These kinds of assessments could be useful in a post-Covid return to normal schooling, especially for school leaders'.	
Deputy Head strategic lead time	Specification of responsibilities: Monitor the progress and provision for this learner group, classroom observations and drop-ins, book scrutiny, formation of the Pupil Premium Action Plan, support and manage the teachers delivering 1:1 tuition, map provision of Pupil Premium children across school, allocate funding, report to the Head and relevant governing bodies.	1, 2, 3 & 4

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

Budgeted cost: £32 399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for disadvantaged pupils in reading, writing and maths to accelerate progress. Each disadvantaged child receives weekly tuition from their 'Champion' which supports classroom learning.</p>	<p><i>In all year groups and subjects the gaps between disadvantaged and non-disadvantaged children have widened.</i></p> <p>(The impact of the COVID-19 pandemic on primary school children's learning, Juniper Education, 2022).</p> <p>'One to one tuition is very effective in helping learners catch up,' and 'tuition in groups of two or three' can be 'equally effective' (Education Endowment Foundation). Crucially, small tuition groups are most successful when tuition is additional to and explicitly linked with normal lessons and 'those delivering the intervention are well trained' (Crane, 2016). Therefore, the pupil premium strategy has been designed to allow each child's HLTA 'Champion' to deliver 1:1 and small group tuition on a weekly basis with a ring-fenced timetable in place to ensure delivery is protected. The Deputy Head strategically leads this initiative and monitors its implementation.</p> <p>The EEF statistics show that, on average, comprehension initiatives deliver an additional six months reading progress to pupils.</p> <p>In addition to one-to-one and small group tuition, larger groups benefit from pre-teaching sessions led by both teachers and teaching assistants.</p>	<p>3</p>
<p>Intervention: Speech and Language Support Time</p>	<p>Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential (ICAN, 2017). Furthermore, the Communication Trust (2016) highlight that 'the development of speech, language and communication in the early years has a profound and far-reaching impact on a child's life chances'. As a result, a speech and language specialist has timetabled time with identified disadvantaged children</p>	<p>3 & 4</p>

	every week at Highfield. The Head, Deputy, SENDCo, and speech and language coordinator meet to monitor the initiative and discuss the impact with classroom teachers.	
Teaching Assistant Classroom support	Supporting learning across all curriculum subjects within the classroom in addition to the support and input of the class teacher. This includes, for example, the delivery of synthetic phonics, pre-teaching across school and handwriting. (See EEF Toolkit: Teaching Assistant Interventions)	3 & 4
Purchase of software licence which uses artificial intelligence to support children's learning	Using diagnostic assessments the software identifies gaps in children's knowledge, pinpoints misconceptions, then as a result personalises content, questions and pathways for the learner. The subject matter is always linked to classroom teaching to support current learning. The EEF's 'Using Digital Technology to Improve Learning' (2021) guidance report was used to guide the investment.	3
Purchase of iPads for disadvantaged learners to support learning	<p><i>'Covid exposed the digital divide.'</i> (World Economic Forum, 2021)</p> <p>An extract from the EEF: 'Using Digital Technology to Improve Learning': "an overarching recommendation in the report is that technology itself is unlikely to improve young people's learning. Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. But the pedagogy behind it can. So, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so."</p> <p>The purchase of the iPads is supported by the licences purchased above, which uses artificial technology through diagnostic assessments to tailor learning journeys to the needs of each disadvantaged child.</p>	2 & 3

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Taking a Trauma Informed Approach	<p>Trauma is an emotional response to a terrible event. Such events can include unemployment, lack of social capital and mobility, food scarcity, substandard wages and poor housing quality and affordability (taken from training by the Senior Educational Psychologist of the Leeds Learning Inclusion Service). Community challenges such as these significantly affect the well-being and attainment of pupils. This would suggest low-income families, such as those who qualify for the pupil premium, are increasingly susceptible to trauma.</p> <p>‘A review by the National Institute for Health and Care Excellence (2015) found substantial evidence for the efficacy of AA/TI approaches in supporting young people in school and recommended the development of training for teachers. A more recent systematic review (Brown et al., forthcoming) also concluded that there was mounting evidence that ‘whole school’ AA/TI interventions have a positive impact on young people’s wellbeing and educational engagement.’ (Anna Turner, Senior EP, Leeds Learning Inclusion Service).</p>	1
Support for the learning mentor to improve parental engagement and attendance	<p>The EEF Toolkit ‘Parental Engagement’ states that: ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their</p>	2

	<p>children's learning or their self-regulation, as well as specific skills, such as reading.'</p> <p>The learning mentor supports class teachers and pupil premium 'Champions' to forge strong home-school links and provide wrap-around care that is essential to ensuring the well-being of the child. This includes regular communication, IT support (including lending equipment free of charge), access to clubs and enrichment activities as well as avenues of external support such as professional support services.</p>	
Emotional Literacy Screening and SEMH support	<p>Research by Skripkauskaite et al (2021) found that 'The mental health and wellbeing needs of vulnerable young people have also been exacerbated by the Covid19 pandemic'. Furthermore, the DfE's COVID-19 Parent and Pupil Panel surveys in August and October 2020 (DfE, 2021a) and February 2021 (2021b) found that parents whose children (primary- or secondary-aged) were eligible for FSM reported lower happiness and higher anxiousness scores for their children than parents of non-disadvantaged children (quote taken from the NFER's report: Children and young people's wellbeing and mental health during the Covid-19 pandemic (2022).</p> <p>Disadvantaged children are prioritised for emotional literacy screening and social, emotional, and mental health support with our learning mentor. Well-being is prioritised at Highfield. This is underlined through School Improvement Priority 4: To ensure provision for all staff and children's mental health and emotional needs is robust and effective.</p>	1
Support for 1:1 Play Therapy	<p><i>'In play therapy, toys are like the child's words and play is the child's language'</i> (Landreth, 2002).</p> <p>Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children (Carmichael, 2006; Landreth, 2002; O'Connor & Schaefer, 1983). At Highfield Primary School we have a qualified play therapist on the</p>	1

	<p>staff who delivers play therapy for children who we believe would benefit from this intervention. Disadvantaged children are prioritised for the this.</p>	
School Meals	<p>The importance of proper nutrition and regular mealtimes to children's development and well-being has been much publicised. All children at Highfield Primary School are provided for. This allocation is set aside for disadvantaged children who may require school meals, breakfast or break-time snacks.</p>	2
Support materials for 1-1 tuition and extracurricular support	<p>Any additional materials which could facilitate the learning process for the individual learner, such as: reading overlays, test preparation materials, individualised books/workbooks, magnifying rulers, IT software, IT hardware, sports equipment for school clubs, etc.</p> <p>iPads are also available for disadvantaged children requiring IT support at home.</p> <p>Learning Mentor participation in "The Story Project" which supports children's emotional wellbeing through carefully selected fictional stories</p>	2 & 3
Support for school trips & residential	<p>The DFE's paper 'Teaching a Broad and Balanced Curriculum for Education Recovery' (June 2021) outlines part of the Government's strategy for helping disadvantaged children to catch-up after the COVID pandemic is the inclusion of 'wider school experiences such as school trips and external visitors.'</p> <p>Life enriching experiences are essential for the wellbeing and development of young people. Therefore, no child will miss out due to hardship. This includes the residential trips to Robin Hood's Bay and Marrick Priory in North Yorkshire. Every year group also enjoys educational visits to enrich the curriculum and support our topics taught in class.</p>	2
Support for school clubs	<p>At Highfield we offer a range of extra-curricular clubs, including computer explorers, chess, football, gymnastics, cricket and choir. Disadvantaged children are given priority access to these clubs and financial support to access them if required. The learning mentor also monitors the uptake of</p>	2

	clubs to encourage disadvantaged children to partake.	
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Total budgeted cost: £52 165

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Data

At Highfield Primary School, to help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level*. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Internal school data was one information source used to help assess the impact of our Pupil Premium Strategy the headline data for which is published in the table below. Key stage 1 and 2 performance data, phonics check results and the multiplication tables check were also analysed to assess the performance of our school's disadvantaged pupils during the 2021/22 academic year. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils remains since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attainment Y1-Y6	% PP meeting the standard	% Non-PP meeting the standard
Reading	55%	79% (+24%)
Writing	45%	80% (+35%)
Maths	48%	81% (+33%)

Although the attainment gap remains, to what extent we can attribute this gap to the pandemic and to what extent the school's strategy, is unclear. Strategies employed up to this point have been driven by best practice. To gain a more informed picture, in addition to academic data, we have assessed the children's emotional well-being, engagement with learning, attendance and speech & language development through feedback and assessments undertaken by teaching and support staff. Trends in published data and research-based evidence also contributed to the review and shape future strategy design. Following this review, the decision was taken to amend the current pupil premium strategy to greater reflect the immediate need. We are learning more as time passes about the impact of the pandemic upon children's education and well-being, but evidence has pointed toward significant impact upon (not in any order of priority):

- Social, emotion and mental health
- Parental engagement and enrichment opportunities
- Academic progress
- Speech, language and vocabulary development

Closing the attainment gap between disadvantaged and non-disadvantaged children needs to be supported by strategies which address the other areas highlighted. Therefore, funding is being reallocated to the areas of greatest need where we believe they will have the greatest impact.

*Please note:

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Attendance in the academic year 2021-22:

% PP	% Non-PP
93%	95%

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
N/A	

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***

Targeted reading and maths support through one-to-one and small group interventions delivered by teachers.

The impact of that spending on service pupil premium eligible pupils

The interventions were successful in helping accelerate the progress of the children in reading and maths, the majority of whom are attaining at the expected standard in reading, writing and maths.