



Highfields Primary Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Highfields Primary Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Wilkes, Headteacher
Pupil premium lead	Laura Setterfield
Governor / Trustee lead	David Shipman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37830
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. We will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils read less and therefore perform less well than non-disadvantaged pupils.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	This gap remains steady to the end of KS2.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	<p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of socialising and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic and since returning to school</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the gap has been narrowed between disadvantaged pupils and non-disadvantaged pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that the gap has been narrowed between disadvantaged pupils and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant 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: **7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD</p>	<p>The DfE research and guidance for writing</p> <p>DfE research report on writing</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>English Hub:</p> <p>http://www.englishhubs.org/</p>	3

To develop strategies and interventions to support lowest 20% readers	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Literacy_Development_Evidence_Review.pdf?v=1705312555	2
<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 development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
1:1 and small group writing and reading interventions delivered by well qualified teaching assistants	Teaching assistant 1:1 and small group interventions are effective particularly in literacy and have on average 4+ month progress.	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: **£10,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on social, emotional aspects of learning and re-introduction of circle time.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Support with school uniform and equipment	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	5
Trips, visits, experiences incorporating the arts and sport	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4, 5
Nurture provision – 1:1 and small group	DfE research on impact of nurture provision.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours,	All

	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £41,600

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 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils has improved in Reading, Writing and Maths across the year, however, overall it still falls below that of non-disadvantaged pupils. This is reflected in national assessments and checks.

EYFS 2022-2023

Phonics 2022-2023

Year 1 Disadvantaged 25%

Year 1 non-disadvantaged 76%

KS1 2022-2023

Reading

Disadvantaged at expected standard 50%

Non-disadvantaged 73%

Disadvantaged Greater Depth 50%

Non-disadvantaged Greater Depth 26%

Writing

Disadvantaged at expected standard 50%

Non-disadvantaged 56%

Disadvantaged Greater Depth 0%

Non-disadvantaged Greater Depth 7%

Maths

Disadvantaged at expected standard 100%

Non-disadvantaged 63%

Disadvantaged Greater Depth 50%

Non-disadvantaged Greater Depth 15%

Multiplication Check 2022-2023

Mean Score for disadvantaged 13.1

Non-disadvantaged 18.1

KS2 2022-2023

Reading at expected standard Disadvantaged 40% (all pupils 87%)

Maths at expected standard Disadvantaged 40% (all pupils 83%)

Writing at expected standard Disadvantaged 60% (all pupils 77%)

As a result of the pupil premium:

- a number of pupils attended a week long residential at Standon Bowers Activity Centre. This enable them to develop a wide range of skills and increased their confidence.
- pupils participated in a range of performing arts projects including performing at Lichfield Cathedral and Resorts World Birmingham with Young Voices
- a number of pupils received music instrumental lessons throughout the year
- families were supported to ensure good attendance to school. Sessions missed by disadvantaged were 6.5% (national 8.4%) non-disadvantaged 3.8% (national 5%)
- pupils experienced a range of visits and visitors
- better, more accurate and precise assessments are used to identify gaps in learning and so more accurate targeting of support for individuals and groups of children.
- the training of staff and re-introducing circle time has had a positive impact on the social and emotional well-being of children
- nurture group and ELSA interventions have supported pupils well-being in order to be ready for learning
- we were able to purchase a wider selection of books ensuring that disadvantaged pupils have a wealth of reading material to select and read both in school and at home.