



Pupil premium strategy statement – Highfields Academy 2023-24

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	254 including Pre-school
Proportion (%) of pupil premium eligible pupils	6% (Sept '23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Mr A Strefford
Pupil premium lead	Mr A Strefford
Governor / Trustee lead	Mrs L Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,625.00
Recovery premium funding allocation this academic year	£ 3053.94
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>	£35,678.94

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and achieve regardless of their background. This includes challenging our higher attainers and supporting those with special educational needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

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

We want our pupils to become well rounded individuals who strive to meet the core values of our school:

- Respectful
- Responsible
- Resilient
- Rounded
- Rewarded

Our approach will be responsive to common challenges and individual needs backed up by accurate assessment, professional discussions and pupil voice. The approaches we have adopted complement each other to help pupils attain well. To ensure they are effective we will:

- Ensure all disadvantaged children have full access to a vibrant curriculum.
- Intervene effectively when individual needs are identified.
- Give disadvantaged pupils the opportunity to express their thoughts and opinions and know that they are listened to and acted upon.
- Ensure a whole school approach in which 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	Baseline assessments and observations in EYFS highlight a low level of language skills, comprehension and a vocabulary gap for disadvantaged children. This is evident from Pre-school through to Key Stage 2 and impacts upon academic achievement.
2	Internal and external assessments highlight a gap between disadvantaged and their peers in academic attainment. This is a pattern throughout the school. For some of the older children, there are still some knowledge gaps from covid related school closures.
3	Attendance for disadvantaged children over the last two years is lower (between 2-3%) than their peers. 20% of the disadvantaged children are 'persistently absent' compared to 8% non-disadvantaged children. This gap in attendance increases the gaps in knowledge and academic achievement between disadvantaged and non-disadvantaged pupils.
4	A significant percentage of our disadvantaged children (39%) are also on the SEND register compared to (6%) for non-disadvantaged children. In some cases, their specific needs can impact negatively upon their academic and personal development.

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 language skills, comprehension and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved language skill and language comprehension among disadvantaged pupils This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that disadvantaged children are inline academically with their peers by the time they reach Key Stage 2.	KS2 outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.

<p>To improve and sustain increased levels of attendance for disadvantaged children in line or above national averages.</p>	<p>Sustained high attendance from 2024/25 evidenced by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3% (97% attendance), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below 3% (excluding covid related illness) and the figure among disadvantaged pupils being no more than 3% lower than their peers.
<p>Ensure that disadvantaged pupils on the SEND register achieve strong academic progress.</p>	<p>Sustained strong academic progress from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Internal and external assessments indicate that strong academic progress has been made by these children. • Any specific gaps in knowledge have been identified and acted upon. • Ensuring individual support plans are being met and acted upon by class teachers. • Ensuring these specific children have access to a full and vibrant curriculum.

Activity in this academic year

This is 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: £ 11,878.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Oracy programme to enhance	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	1, 2 and 4

language skills in EYFS and Key Stage 1	and writing: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
Purchase of standardised diagnostic assessments (PiXL). Training for staff to ensure assessments are interpreted and administered correctly.	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. Time and therefore cover costs need to be given to staff to train and use this assessment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2 and 4
SENDCo trained in online Boxhall assessment to collate Boxhall findings to ensure that interventions are fit for purpose and having an impact.	This will benefit all pupils in the classroom by creating purposeful and effective interventions. Time and therefore cover costs need to be given to staff to train and use this assessment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2 and 4

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

Budgeted cost: £ 14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme (NTP) to provide school-led tutoring for	The NTP raised standards in maths last year for a number of pupils. The programme enabled several children, both disadvantaged and non-disadvantaged to progress from a working below to an expected level in maths. National monitoring of the impact of the NTP have been generally positive. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring	1,2 and 4

disadvantaged pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Continuation of focused, bespoke interventions for the most vulnerable children.	Targeted interventions play an important role in enabling children to fill gaps in knowledge or to consolidate previous learning. Interventions should be focused and time limited, and should not replace quality first teaching or constrict a broad curriculum. Successful interventions can produce up to 4 months of progress over a short period of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term	1,2 and 4
Alignment of pupil support plans and teacher's planning.	It is important that disadvantaged children with a special educational need follow a structured and consistent plan to enable them to make good academic progress. These plans need to be aligned between class teachers and the child's own support plan.	1,2 and 4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Financial support for capital cultural activities and uniform.	Children will feel better prepared to fully access the curriculum and integrate within the school if they have the correct uniform. Additionally, they can look forward to exciting events and feel engaged which will enhance their learning opportunities. https://educationendowmentfoundation.org.uk/news/eef-partnering-with-the-rsa-on-cultural-learning?utm_source=/news/eef-partnering-with-the-rsa-on-cultural-learning&utm_medium=search&utm_campaign=site_search&search_term=cultural%20capital	2, 3 and 4
Regular pupil voice	It is essential that disadvantaged children have the opportunity to voice their opinions. Potential barriers to learning can be discovered and	1 and 3

<p>surveys and integration of disadvantaged pupils into sports teams and Junior Governors.</p>	<p>acted upon. It is also an opportunity for disadvantaged children to feel part of the school in terms of sports teams and school councils. This integration and enjoyment is an important tool to raise attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation?utm_source=/projects-and-evaluation/projects/increasing-pupil-motivation&utm_medium=search&utm_campaign=site_search&search_term=pupil%20voice</p>	
<p>Analysis of potential attendance patterns for disadvantaged children.</p>	<p>Analysis of attendance patterns may point to particular days or times of the year where disadvantaged children are less likely to attend. Special or themed events could then be set on those dates to encourage better attendance.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools?utm_source=/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>2 and 3</p>

Total budgeted cost: £ 35,678.94

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>A) Improved rates of progress of Pupil Premium children across key stages at both expected levels and more than expected levels compared to non- PP children.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged pupils making expected progress and more than expected progress should be in line or be greater than that of other pupils. • Assessment data to be collected and monitored half termly to ensure that early intervention occurs where a need arises in a specific year group. • Detailed half termly records of additional support to be kept up-to-date and monitored for every disadvantaged pupil in the school. • If necessary, individual learning plans need to be in place to ensure expected levels of progression. • Use the National Tutoring Programme funding effectively to give additional learning opportunities to Pupil Premium children.
<p>B) Pupil Premium children will have attendance levels in line with non-PP peers.</p>	<ul style="list-style-type: none"> • The levels of attendance to be in line with non-PP children. • To ensure that PP children are fairly represented across the school and maintain comparable attendances in line with non-PP children in specific roles throughout the school, ie Junior Governors, After school clubs, specific responsibilities. (when applicable) • Termly monitoring of engagement and levels of attendance. • For PP parents to express their views on their child's engagement during Parents Evening meetings.
<p>C) Pupil Premium children often display signs of anxiety and can struggle with their well being.</p>	<ul style="list-style-type: none"> • Pastoral support is in place to cater for the needs of PP children. • Regular opportunities for PP children to express their opinions via pupil voice sessions. • For PP parents to have the opportunity to fully engage and support their child at home and school.

Further information (optional)

Additional activities

The pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The continued training and development of our senior mental health lead (KR). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.