

Pupil premium strategy statement

Nov 22 – Apr 23

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	Higham Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	NOV 22 (29/206) = 13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Nov 22
Date on which it will be reviewed	Apr 23
Statement authorised by	Mrs C Grattan
Pupil premium lead	Mrs K Blake-Morris
Governor / Trustee lead	Mr B Maynard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,725
Recovery premium funding allocation this academic year	£1,571
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	£50,296

Part A: Pupil premium strategy plan

Statement of intent

- *At Higham, we believe all pupils, regardless of their background, deserve quality first teaching in order to fulfil their potential.*
- *We deliver a quality education for all through employing effective and specialist staff, using a range of strategies and methods and utilising a variety of resources to ensure our children can access the learning and make at least expected progress.*
- *The number of vulnerable children has grown rapidly since the Covid 19 pandemic; our current strategy has enabled us to support the children's emotional well-being as well as addressing any gaps in their academic learning. Support has included providing children with the technology they have needed to access remote learning and ensuring staff are available throughout the day to support children emotionally and socially, as well as academically.*
- *We provide wrap- around care for our most vulnerable children which includes before and after-school provision.*
- *Access to the Dog Mentor programme and training for staff to provide support with two of the dogs. This develops pupil confidence, self-esteem and improvement in wellbeing.*

Challenges

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

Challenge number	Detail of challenge
1	Covid 19 Pandemic
2	Punctuality
3	Home learning opportunities / support from home
4	Emotional well-being
5	Catch up academically

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
To ensure all children, including those entitled to pupil premium funding, have access to good, quality first teaching which utilises the mainstream core standards.	PP children achieve at a similar rate to non-PP children and in line with national standards. Where there are gaps in learning these will be identified at termly pupil progress meetings and interventions support put in place where required.
To plan, deliver and assess effective interventions and support for pupil premium children.	Children in targeted interventions make accelerated progress, their attainment is in line with their peers and national expectations.
To remove barriers to learning for pupil premium pupils – Eg punctuality, behaviour, attendance, home support etc.	Pupil Premium children are at school, on time, and learning at a similar rate to their peers. Interventions and support is in place to address pupils individual needs.

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 - £2687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading	Whole class reading sessions to develop children's reading fluency and ability to comprehend a text. To develop inference and deduction skills. To use the Accelerated Reader scheme, to develop all children's reading ability and comprehension of text and to generate a love of reading.	1, 3, 5 Accelerated reader - £1,592
Progress in Writing	To provide cross-curricular opportunities for writing to allow development of writing across all subjects. To use modelling effectively to demonstrate effective writing techniques.	1,5

	Alternative ways to record to be explored to ensure all children have the opportunity to share their ideas for writing confidently and competently. Interventions in place to support targeted development of strategies that are then used in whole class setting.	RWI Spelling and Spelling Shed year 6 - £87
Progress in Mathematics	Focus on the teaching of number and core number skills to develop problem solving. Use of technology to further develop number skills and a love of Maths including Times Tables Rockstars KS2, Numbots KS1 Mastering Number in Year R, 1 and 2	1,5 TTRS £318
Progress in Phonics	Teaching using a validated systematic synthetic phonics programme (RWI) in EYFS and KS1 to ensure all children can segment and blend all phonemes by end of KS1. Preparation for Phonics Screening. Training of staff	1,5 Speechlink £643 RWI portal RWI refresher training
Progress across the curriculum	Implementation of new curriculum, with progression of Knowledge and skills across all year groups. Opportunities to develop core skills of Reading, Writing, Phonics and Maths across the curriculum and apply skills learn in these lessons.	1,5 Oxford Owl £230 + Online subscription £135
<i>Other</i>	SENCO / ASENCO CPD – SEN updates Staff training on Mainstream Core Standards Parent information sessions	Paid Dec 21

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

Budgeted Cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading	Reading interventions to focus on children who have fallen behind and who do not read at home. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings. AR tests to track progress and to fill any gaps identified through data analysis. Class TA / CT to listen to individual readers, targeting those first who do not read at home. RWI booster work including 1:1 support sessions.	1,3,5
Writing	Writing interventions to focus on children who have fallen behind. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings. This involves small group intervention, early work in class and 1:1 pupil support where required. Additional writing stimulus to engage and motivate pupils to write. Use of outdoor environment to further support learning opportunities. Write like a Ninja strategies	1,4,5
Maths	Maths Interventions to focus on children who have fallen behind and support children's understanding of new strategies. Focused teaching and interventions in place to support the	1, 4, 5

	closing of gaps in pupil knowledge linked to the covid-19 pandemic. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings. 1:1 Maths intervention for identified, vulnerable PP child. Daily – 60 mins per day. Use of outdoor environment to further support learning opportunities. Children develop a strong sense of mastering Number in reception, Year 1 and Year 2 to help children develop good number sense.	£2,500
	Pupil progress meetings termly to discuss and analyse pupil premium data with a focus on support required and strategies to help pupils make progress. Staff CPD in regard to Attachment training and using the Mainstream Core Standards to ensure the planning, teaching and assessment of effective interventions. Assessment tests at least twice a year to check progress but more regular informal testing to check progress of pupils throughout the year. NELI (Nuffield Early Language Intervention) in Year R to develop communication and language skills linked to gaps in development as a result of the Covid-19 pandemic.	1,2,3,4,5

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

Budgeted Cost: £9,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading	Use of merits and house points to celebrate and encourage home reading. Adults to share what books they are reading through display around the school.	4
Emotional well-being	Dog Mentor programme to encourage academic progress as well as supporting well-being. Celebration assemblies, display of good work.	£2600 per annum, 4
Interventions	Assistant SENCO interventions including – Lego Therapy, sensory circuits, 5 point scale, social skills and self-esteem groups, friendship groups and regular well-being check ins for identified vulnerable children.	10 hours per week, 38 weeks per year - £5,577.11 1 / 5
Extra-curricular	Extra-curricular clubs and activities Breakfast Club and After school provision. Coding club, science club.	ALL Breakfast club offer – potential 184 sessions @ £4 per session = £736
Attendance	Attendance Pup, Exciting and stimulating curriculum means pupils want to be at school.	2
School Trips / residential	Pot of money available to support PP children so ALL can attend.	£ 1,290 PGL £250 – trips £55 - swimming

Total budgeted cost: £ 15,027

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.

Teachers undertake formal assessment tests 3 times a year. These are analysed thoroughly to assess any gaps in learning and the following plans and topics are adjusted accordingly.

Teachers undertake on-going assessment for learning through questioning, marking and feedback and other day-to-day teaching strategies which allows them to constantly follow the plan-review-do process.

STAR assessments for the Accelerated Reader Programme allow the teachers to give the children a reading age and ensures children are accessing books at a challenging but appropriate level

RWI assessments are undertaken at least 6 times per year. The children are then re-grouped accordingly.

All of the above ensured that despite the Covid 19 pandemic and the difficulties of remote learning, all children were monitored but, in particular, pupil premium children, were supported accordingly to ensure they made progress in line with their peers.

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
Accelerated reader	Renaissance Learning
RWI spelling	Ruth Miskin
The Dog Mentoring Programme	The Dog Mentoring programme
NELI – including Language screen	
RWI Oxford Owl	

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?	<i>No service pupils in school</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>No service pupils in school</i>

Further information (optional)

Higham Primary School prides itself on being fully inclusive of all children and we recognise the need for children to be supported emotionally as well as academically. The school staff get to know the children and families well, and there is regular liaison with home and between all staff, to identify any vulnerable children and interventions are swiftly put into place. Pupil Progress Meetings occur every 6 weeks and vulnerable children, including pupil premium children, are discussed and interventions implemented. There are high expectations for all and we strive for all children to reach their potential. Interventions include (not an exhaustive list):

Dog Mentoring, transition support, well-being check-ins, social skills, self esteem, emotional regulation including 5 Point Scale, sensory circuits, Lego therapy and friendship / nurture groups. These interventions are available to any child who needs them but pupil premium children are often prioritised for these.

There is also regular liaison with, and support from, outside agencies