

Pupil premium strategy statement



Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Highters Heath Community School
Number of pupils in school	183 (October 2021 census)
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sue Richards Chair of Governors
Pupil premium lead	Brian Doherty Head Teacher
Governor / Trustee lead	Chris Sambrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,090
Recovery premium funding allocation this academic year	£ 8,845.00
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	£ 172, 935
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Part A: Pupil premium strategy plan

Statement of intent

National benchmarks show that, on entry to Highters Heath, attainment is below, and in many cases, significantly below age related expectations. Pupils are likely to live in an area of high deprivation, communication skills are below those expected for their age and the majority attract pupil premium funding. It is likely a range of support will be needed in order to remove barriers to learning.

Our school ethos is clear: This is a place “Where we all say, I Can!” We strive to ensure that all of our pupils will have developed a life-long love of learning which will drive their own education forward.

There is a clear gap between where many of our pupils are and where we want them to be. It is our intent for our Pupil Premium Strategy to minimise gaps, remove barriers to learning, address pastoral needs and ensure equality of provision and access in order to close this gap. By developing each child as a whole, we provide the skills, knowledge and self-belief that are espoused in our ethos and vision. Our focus will be on ensuring high quality teaching and learning and effective intervention that will accelerate progress, raise standards and remove barriers to learning; thus closing learning gaps for identified groups of pupils.

Our focus is on pupils who belong to vulnerable groups. This means ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged, but also that not all pupils who are socially disadvantaged will be eligible for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil, groups of pupils or whole classes that the school has identified as being socially disadvantaged and in need of intervention and support. We allocate Pupil Premium following a needs analysis by senior leaders which will identify priorities and will form part of the School Improvement Plan.

Therefore, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective 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	Lack of resilience and self-belief in pupils.
2	Lack of real life experiences and poor levels of vocabulary leading to difficulties in interpreting texts when reading and in completing pieces of writing that are outside their sphere of experience.
3	Ability to retain information and use it in other contexts, particularly in key stage 2 maths.
4	Home issues impacting on behaviour for learning and lack of readiness to learn (inability to display appropriate behaviour for learning).
5	Low starting points when entering school.
6	Lack of engagement with learning during national lockdown and local area restrictions.

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>1. Pupils have greater self-belief and resilience.</p> <p>Pupils will have the ability to cope better with tests. They will also show greater resilience towards work in class which is challenging and an improved “I can...” attitude. This will be achieved through a mixture of all the strategies – Learning Mentor support, a variety of experiences provided for the pupils, timely interventions so they remain confident in their abilities, having the support of two qualified adults in class. The Learning Mentor will work with specific groups of pupils on self-regulation in their learning as this has been proven by the EEF to help pupils make added progress. Regular exposure in lessons to appropriate challenge ensuring engagement in learning.</p>	<p>Improved test scores at the end of terms and at the end of the year.</p> <p>Good attitude and behaviour for learning seen in class.</p> <p>Pupils persevere with tasks as evidenced in their work.</p>
<p>2. Pupils will have an increased vocabulary / greater knowledge gained through a variety of trips and experiences and through improved teaching of vocabulary across the school.</p> <p>Pupils will be able to talk and write more articulately. Pupils’ greater breadth of experiences will allow them to access and understand more</p>	<p>The wider experiences given to pupils will be reflected in their writing, including their cross-curricular writing. Pupils will also show a greater understanding when reading complex texts. This will be evidenced in book scrutinies and in pupils making good progress in writing and in reading.</p>

<p>difficult reading comprehension texts. Trips to unfamiliar places and experiences to help boost the pupils's confidence in a variety of situations. A progression of age related texts is implemented throughout the school ensuring all pupils are exposed to a wide range of complete texts and vocabulary. Every class will do check-in on a regular basis, using an objective from the grammar curriculum. We use Talk for Writing which has an emphasis on pupils speaking the stories first in order that they internalise a bank of vocabulary and sentence structures. Oral and spoken group interventions will also be put in place where necessary through the teaching assistants funded by the Pupil Premium money and through the non-class based teaching staff.</p>	
<p>3. Pupils have a good understanding of objectives taught and are able to use and apply knowledge across the curriculum, making good progress and achieving at least age related expectations.</p> <p>Pupils may need pre-tutoring or extra support to fully grasp objectives. There is a strong emphasis on using a wide range of learning styles including CPA in maths. This supports the pupils to understand and retain concepts, having experienced the concrete (manipulation) of resources and then backed up by pictorial representations, before moving on to abstract learning. Progression maps in all subjects have been created to ensure that all learning builds upon the knowledge and skills gained in the previous unit/year.</p>	<p>Pupils will show good progress in Maths and English, using and applying what they have learned.</p>
<p>4. Pupils are more ready to learn because clear behaviour expectations for pupils in and around school are shared regularly with the expectation that they are followed, and clear and fair consequences are in place for when they are not. Rewards and praise are used frequently wherever possible to encourage high standards of behaviour.</p> <p>The learning mentor is non classed based and this enables him to provide 1:1 or small group support for those pupils who require specific emotional or behavioural interventions. These sessions will usually be timetabled so that they are as frequent as needed, and consistent. This can address a variety of complex issues such as self-belief, resilience, ambition, attachment, bereavement, mental health etc, all of which impacts on learning behaviour. The learning mentor also supports families when pupils present with more serious issues originating from home. Right Help Right Time is a framework often used in these cases. DSLs instigate clear lines of communication to ensure multi agency support is available where appropriate.</p> <p>Another element of the learning mentor's role is to intervene and address any issues as they arise. This enables pupils to refocus quickly on learning when they arrive back in class, for instance after playtimes and dinnertimes. We teach a broad and balanced curriculum which ensures engagement,</p>	<p>Pupils will show a positive attitude and pride in their work and around school. This will be evidenced in learning walks where pupils will be seen engaging in lessons and showing positive learning attitudes. It will also be shown in book trawls with good presentation of pupil's work being evident as well as good academic progress. Improved readiness to learn will be evidenced through the school behaviour logs and the Learning Mentor records.</p>

<p>giving pupils the opportunity to develop a variety of skills e.g. painting, team sports.</p>	
<p>5. When pupils leave Highters Heath in Year 6 they will have achieved the expected national standards in RWM combined, or above.</p> <p>Teaching assistants work with individuals or small groups in order to support the accelerated progress required.</p>	<p>National standard or above in RWM combined, achieved by the end of year 6.</p>
<p>6. All pupils engage in blended learning and complete the work set for them, thereby minimizing the impact of not attending school.</p> <p>All pupils have access to the remote learning platform and understand how to use it. Any families who are identified as not having appropriate equipment for this at home are supported where possible with loan equipment from school (e.g. laptops). The work set for them is linked to the learning that would have been planned for them had they been in school, and is achievable at home. As well as English and maths lessons on the learning platform, a range of work from other subject areas will be uploaded and therefore the learning is broad and balanced. It is well documented that pupil premium pupils have fallen further behind their non-pupil premium peers during the pandemic, so our catch up interventions programme is designed to ensure that these pupils catch up quickly.</p>	<p>Pupils will continue to progress well throughout the pandemic regardless of whether they are learning in school or at home.</p>

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: £ 1,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSHE lead will implement and manage the PSHE curriculum to ensure that pupils are taught strategies that enable them to become more resilient and develop self-confidence.</p> <p>PSHE lead to be a member of pastoral team</p>	<p>The PSHE lead has been chosen to carry out this role as she is a high quality, experienced teacher, who will ensure that all classes follow the prescribed curriculum, and that PSHE has a high profile throughout the school. She is a member of the pastoral team, which ensures that there is continuity and consistency between the PSHE curriculum and the school's unique pastoral approach, e.g. restorative justice.</p> <p>The PSHE curriculum has been revised to use current and relevant teaching approaches, and is in line with new statutory PSHE requirements.</p>	1, 4

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

Budgeted cost: £130,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants in years 2, 3, 4, 5 and 6 to enable teacher / teaching assistant to provide targeted support in class to ensure no pupils fall behind or do not make sufficient progress. This will include the more able Pupil Premium pupils.</p>	<p>Teaching assistants participate in all staff training sessions, ensuring that they have a good understanding of the teaching approaches used in order that they can use their knowledge and skills effectively to teach small groups and one to one interventions where required. These teaching approaches include CPA in maths (concrete, pictorial, abstract), talk for writing and reciprocal reading. Extra support for pupils will be immediate. Teachers and Teaching Assistants will work together to identify pupils who need pre-tutoring, support during the lesson or an extra booster session afterwards (post-tutoring) to ensure they have a good grasp of the objectives being taught. This support will lead to good progress across the school. Teaching Assistants will also support</p>	3, 5

	the oral language interventions that we use. (EEF research proves that oral language interventions support pupils in making extra progress).	
Booster groups will be provided by a qualified teacher to ensure all pupils make at least expected progress, particularly the disadvantaged pupils.	In order to continue to close the gap between disadvantaged and non-disadvantaged pupils, this will provide further support for pupils who need extra teaching in order to maintain their progress. This also allows the booster group teacher to work with the more-able pupils, particularly those that are disadvantaged, in order that they make good progress and achieve their potential. Teaching assistants also play a big part in targeted support throughout the school (see above).	3, 5
Tutor groups in years 3, 4 & 5 will be carried out by a qualified teacher in weekly sessions over 15 weeks.	After national lockdowns, pupils were identified to have specific gaps in maths. This is being addressed in small group interventions (1:3, 12 pupils from each class, with pupil premium children as the top priority).	6
Purchase Lexia Core5 reading intervention software (75 licenses).	After national lockdowns, pupils were identified to have specific gaps in reading. This is being addressed by teaching assistant leading the pupils through individualised learning on Lexia Core5 (with pupil premium children as the top priority).	6

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

Budgeted cost: £40,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support will be available to all pupils and families across the school, either individually or in groups. Year 6 pupils will work with the Learning Mentor in the autumn and spring terms on SATs preparation.	Pupils do not cope well with the pressure of tests or the challenging work. They need to develop the ability to cope better with tests as well as showing greater resilience towards work in class that is challenging. Some pupils also need support to be able to cope with issues from outside school so that they are ready to learn when in class. Learning mentor will teach some pupils about self-regulation to help them take more ownership of their learning as we know from the EEF teaching and learning toolkit that this helps improve pupils' progress. The learning mentor is also the first contact point for parents and families who need	1, 4

	support with any issues arising. This could be by having meetings or signposting support.	
A programme of trips and experiences have been carefully planned out to enhance and support the progression of children's knowledge and understanding of the curriculum.	Pupils' greater breadth of experiences will allow them to broaden their knowledge and understanding which in turn will allow them to access more challenging reading comprehension texts. Trips to unfamiliar places and experiences, will support this as well as helping boost the children's confidence in a variety of situations. These will also help with the pupils' writing, as they will have more experiences to write about. By enhancing the curriculum in this way, it should also improve the pupils' cross-curricular writing. Visitors into school for example authors, musicians, history groups and storytellers etc. also help to increase children's experiences and develop their concrete memory which can be referred back to in the future.	2, 3
Breakfast club is open to all pupils. However, we will provide free places to support families that are struggling to feed their children in the morning or to get their children to school on time in the morning.	A large proportion of pupils come to school hungry in the morning. They are not ready to learn when they are hungry. Some pupils come to school not ready to learn because of the chaotic morning they have had before they get to school.	3, 4

Total budgeted cost: £ 172,687

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
None	

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?	

Further information (optional)

Although school was locked down for some of the academic year 2020-2021, internal assessments have shown that pupils are catching up quickly, and are now mostly close to pre-pandemic levels of attainment.

The learning mentor has been supporting children and their families throughout their reintegration and resettlement in school. However, mental health and well-being still requires prioritising for a high number of pupils.

Following government guidance, trips, visits and visitors were unable to take place as planned.