



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	High View Primary School
Number of pupils in school	415 (446 inc Nur)
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1.10.23
Date on which it will be reviewed	1.10.24
Statement authorised by	Robert Claxton
Pupil premium lead	Helen Kirby
Governor / Trustee lead	Kate Finnis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,795
Recovery premium funding allocation this academic year	£14,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,855



# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At High View Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

### Our Context

Deprivation indices

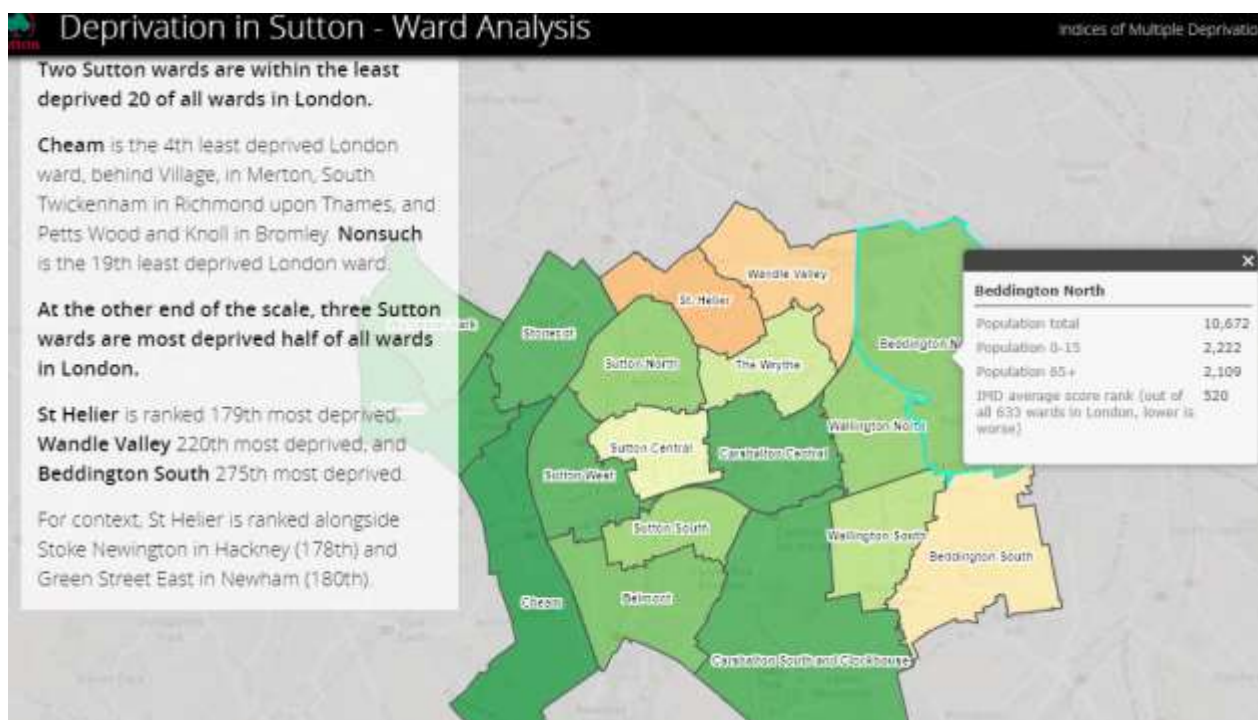
The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

Index of multiple deprivation decile	7
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Income decile	6
Employment decile	6
Education and skills decile	7
Health and disability decile	7
Crime decile	9
Barriers to housing and services decile	5
Living environment decile	5

These deciles relate to the school's specific postcode and there are areas around the school which may be more or less deprived. The school is located in Beddington North.



### Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality Professional Development (PD) to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music



- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health (SEMH)
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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
Reading, writing and maths	Achieve outcomes in-line with or above the national average by the end of KS2
Phonics	Achieve above national average in phonics screening check in year 1
Attendance	Ensure attendance of disadvantaged pupils is 98% or above



## 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, PD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff PD	High quality staff PD is essential to follow EEF principles. This is followed up during staff development meetings and INSET. All staff to lead effectively are released regularly.	1,2,3,4,5

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

Budgeted cost: £53,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language	Speech and language is the highest area of need in relation to special educational needs at High View. Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the	2, 3



	approach, working with a small group of children or individually to develop spoken language skills.	
EAL	Closing the gap for English Additional Language (EAL) pupils while they are in the Early Years.	1, 2, 3
FFT Reading	<p>Closing the gap in reading at as early age as possible.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1, 2, 3
Early Talk/Talk Boost	<p>A higher than average percentage of children have poor communication and language skills upon entry to Early Years Foundation Stage (EYFS).</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p>	2, 3
Pre-teach	Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.	2, 3
Online English and Maths programmes	Support learners to close the gaps by working independently on programmes.	2

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



Budgeted cost: £73,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture	<p>There are a high number of children struggling to access learning due to their social, emotional and mental health needs.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1, 3, 4
Family Support Worker (FSW)	<p>A lot of families are affected by issues in the wider community and need support to access services in order to best engage with their children.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1, 4, 5, 6
The Brilliant Club	<p>Delivered to a selection of pupils, with 80% being disadvantaged.</p> <p>Through The Scholars Programme, we aim to increase access to highly-selective universities by recruiting, training and placing doctoral and postdoctoral researchers in schools and sixth form colleges to deliver programmes of university-style tutorials to small groups of pupils. We design and deliver a structured, university-style learning experience that equips pupils with the knowledge, skills and ambition that helps them to secure places at highly-selective universities.</p>	5, 6
Free School Meals and milk	<p>Research shows that hungry children do not perform as well.</p>	1, 4
Uniform subsidies	<p>Children will feel included and part of the community.</p>	1, 4
Extra-curricular club/trip subsidies	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum</p>	2, 3, 4, 5
Purchase Chromebooks	<p>Disadvantaged children are at a technical disadvantage due to lack of technology in the home. All children will be able to access Chromebooks for home learning.</p>	1, 2, 5, 6

**Total budgeted cost: £134,963**



# 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?*

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standards at KS2	
Reading	63%
Writing	50%
Maths	50%
Achieving high standard at KS2	
Reading	13%
Writing	6%
Maths	25%

- ✓ PD for achieving greater depth
- ✓ Consider areas for professional development:
  - Rosenshine’s Principles, focussing specifically on modelling
  - Make the curriculum more engaging
  - Engaging writers
  - Engaging readers
  - Questioning
  - Increasing language acquisition and vocabulary
  - Quality of feedback to learners (Bloom’s Mastery Learners)



- Collaborative learning
- ✓ Identify gaps during progress meetings
- ✓ Engage parents with FSW
- ✓ Targeted maths and English interventions
- ✓ Improve SEMH to allow children to engage

## Externally provided programmes

Programme	Provider
Bug Club	Pearson
Nessy	Net Educational Systems
RM Easimaths	RM
TT Rockstars	TT Rockstars
FFT Aspire	FFT
Doodle Maths	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*