



Pupil premium strategy statement

High Lane Primary School overview

Detail	Data
School name	High Lane Primary School
Number of pupils in school	165 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs A Humphries Headteacher
Pupil premium lead	Mrs A Humphries
Governor / Trustee lead	Mrs R Yates

Funding overview

Detail	Amount
Pupil premium funding allocation 2023/2024	£25,312
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2023/2024)	£25,312

Part A: Pupil premium strategy plan

Statement of intent

At High Lane 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 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
- Ensure full access to a broad and rich curriculum

Our context: In September 2023, 12 (7%) of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

Achieving our objectives:

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

- Provide all teachers with high quality CPD 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, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for 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 Principles:

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 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 additional support.

Challenges

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

Challenge number	Detail of challenge
1	As with non-disadvantaged groups, disadvantaged pupils significantly fell behind the expected levels in their learning in all subject areas between 2020 and 2022, but particularly in reading, writing and maths. Although many of our disadvantaged children have made good progress towards closing gaps in learning, where anxiety levels are high children's progress has been much lower.
2	A significant proportion of our disadvantaged pupils present with increased levels of anxiety and dysregulation since the pandemic. With a small number of pupils, this has led to increased absence.
3	Few of our disadvantaged pupils get the opportunity to attend outside clubs or learn an instrument out of school.

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
Children make good progress towards academic recovery	Gaps in learning due to the Covid pandemic continue to reduce The majority of eligible pupils make at least expected progress in English and Maths Some children make accelerated progress
Children in EYFS and KS1 make good progress in early reading and phonics	The proportion of eligible pupils meeting national expectations for reading and phonics in Key Stage 1 is at least in line with National attainment. Where pupils have fallen behind in phonics, their progress is accelerated.
Children understand and use appropriate strategies to self-regulate their emotions and manage anxiety	Children report an increase in their understanding and ability to regulate and manage their emotions
Where necessary, families are offered financial support to enable children to attend trips, visits, clubs and additional music tuition.	Eligible pupils attend trips and residential visits Eligible pupils are offered to attend a range of after school activities Eligible pupils in KS2 are offered the opportunity to learn a musical instrument in addition to usual music lessons.

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training to further improve Phonics in EYFS, Year 1 and 2- embed team approach to phonics teaching	High quality CPD for staff is essential	1
Teachers to engage in Maths Mastering Numeracy Workshops across the school	Evidence based approach with high impact	1
Continue to train staff to embed Zones of Regulation training and update as necessary	Wide body of evidence supports this approach Senior Mental Health Lead and Stockport Inclusion trainers recommended	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to provide planned 1-1 and group support for targeted individuals/groups in maths, reading (including phonics) and writing	Interventions may be proven research based interventions (eg Motivational Maths, Write Away Together) or teacher planned interventions to close specified gaps in learning related to individual/group targets.	1
Continue to reduce ratios of staff to pupils in Phonics, English and Maths lessons	Enables pupils to work in smaller groups for phonics (particularly in the Y2/3 class) Enables teacher to focus targeted support while TA maintains other children on task as needed.	1
Assessment – PM benchmark to be used to assess pupils reading. TAs to support classes to enable teachers to deliver.	LSS recommended. Research based evidence suggests that this is an excellent tool for evaluating gaps in reading.	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1-1 check ins and wellbeing support for pupils with identified high levels of anxiety (alongside SEN budget). Regular check ins and nurture time for other identified pupils	In agreement with Inclusion and SENCO	2
Access TeamTeach training for all staff and update regularly	Evidence suggests that this approach is highly effective in supporting children with mental health and behavioural needs	2
Inclusion Service to deliver Anxiety based training to teachers	Evidence suggests that this approach is effective in supporting children with mental health and behavioural needs	2
Inclusion Service to deliver Restorative approach training for Support Staff	Evidence suggests that this approach is effective in supporting children with mental health and behavioural needs	2
Supporting PP pupils to access trips, clubs, residential and additional music tuition	Wide body of evidence to support benefits of exercise, outdoor learning and music on wellbeing and achievement. Encourages future participation Will enable pupils to be offered equal access.	3

Total budgeted cost: £25,500

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.

The intended outcomes of the strategy in 2022/2023 were:

Children make good progress towards academic recovery

Children in EYFS and KS1 make good progress in early reading and phonics

Children understand and use appropriate strategies to self-regulate their emotions and manage anxiety

Where necessary, families are offered financial support to enable children to attend trips, visits, clubs and additional music tuition.

Evaluation of progress

Outcome 1 and 2 - Minimising negative impact and moving towards academic recovery:

KS2 SATS and TA

At the end of Key Stage 2, in Year 6, 75% of pupil premium pupils met age related expectations in Reading, 50% in Writing and 50% in Maths. Two Pupil Premium pupils made greater than expected progress in Reading (PKS – EXS and PKS - GDS), two made greater than expected progress in Maths (WTS-GDS and WTS - EXS) and two made greater than expected progress in Writing (PKS – WTS and PKS – EXS) Writing and/or Maths. Their Teacher Assessment and SATs results confirmed this. 100% of pupils had other areas of need beyond Pupil Premium (eg EAL, SEN, LAC, YC etc).

KS1 SATS and TA

There were no PP eligible pupils in Year 2.

In Year 1, 67% of pupils (2 out of 3) met the standard of the phonics screening check.

In house data shows that the majority of PP pupils in Y1, Y3, Y4 and Y5 are making good progress in reading, writing and maths, with reading being a particular strength. Due to very low numbers of PP pupils, it would not be appropriate to record this data in this report, although it is available in house.

Outcome 3

A continuing, strong focus on wellbeing and emotional recovery has led to the majority of pupils, including those who were eligible for pupil premium, have continued to make good progress towards emotional recovery from their relative starting points over the year. Ongoing staff training and embedding our revised curriculum (including PSHE) supported this progress. Pupil voice and the results of the Ofsted inspection would suggest that the school was successful in supporting emotional wellbeing.