



# Pupil premium strategy statement

## High Lane Primary School overview

Detail	Data
School name	High Lane Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	8.98%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs A Humphries Headteacher
Pupil premium lead	Mrs A Humphries
Governor / Trustee lead	Mrs R Yates

## Funding overview

Detail	Amount
Estimated pupil premium funding allocation 2022/2023	<b>£24,570</b>
Recovery premium funding allocation this academic year	£1,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2022/2023)</b>	£25,730

# 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: 15 (9%) 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 have significantly fallen behind the expected levels in their learning in all subject areas over the last two years, 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 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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training to further improve Phonics in EYFS, Year 1 and 2- embed team approach to phonics teaching</i>	High quality CPD for staff is essential	1
<i>Deliver Zones of regulation training across the school</i>	Wide body of evidence supports this approach (Kuypers2011) Senior Mental Health Lead and BSS trainers recommended	2

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted tutoring for identified pupils in Y6 and Y2 (Spring)	EEF evidence and evidence from last year's SATS supports this as a highly effective measure	1
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 Y1/2 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: £7,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1-1 check ins and wellbeing support for two pupils with identified very high levels of anxiety (alongside SEN budget). Regular check ins for other identified pupils	In agreement with BSS and EPs	2
Access TeamTeach training for key adults	Evidence suggests that this approach is highly 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: £25,730**

# 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.

The intended outcomes of the strategy in 2021/2022 were:

Further negative impact of the ongoing pandemic is minimised

Children begin to move towards academic recovery following the pandemic

Children begin to move towards emotional recovery following the pandemic

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

**Last year, all Pupil Premium pupils made expected or above progress in all three areas, based on their KS1 starting points, despite the challenges of the pandemic. Their Teacher Assessment and SATs results confirmed this.** In writing, two PP pupils who were not on track to make expected progress at the beginning of the academic year moved back on track to their expected level. (PKS to WTS and WTS to EXS). One pupil also moved back on track in Maths. One pupil made progress above the expected level in Reading (moved from WTS to EXS). 100% of pupil premium pupils met age related expectations in Reading, 66% in Writing and 33% in Maths.

KS1 SATS and TA

Eligible pupils in Year 2 made expected progress in Reading, Writing and Maths from their starting points at the end of EYFS. Their next steps will be to close the gap and meet age related expectations.

Pupil Premium 2021/2022							
		Reading progress		Writing progress		Maths progress	
		Below expected	Expected	Below expected	Expected	Below expected	Expected
R	1						
Y1	0	N/a	N/a	N/a	N/a	N/a	N/a
Y2	2	0	2	0	2	0	2
Y3	5	1	4	1	4	1	4
Y4	2	1	1	1	1	2	0
Y5	4	2	2	1	3	2	2
Y6	3	0	3	0	3	0	3
Tot	16	4	12	3	13	5	11

### Outcome 3

A strong focus on wellbeing and emotional recovery led to the majority of pupils, including those who were eligible for pupil premium, making good progress towards emotional recovery from their relative starting points over the year. Staff training and a revised curriculum (including PSHE) supported this progress. As the pandemic was still ongoing throughout most of the year, the prevention of further negative impact was also essential. Pupil voice and the results of the parent survey in February 2022 (please see school website) would suggest that the school was successful