

Highfield Community Primary School Pupil Premium Three Year Strategy



2023 - 2026

HIGHFIELD COMMUNITY PRIMARY SCHOOL

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.



The premium is awarded by means of a specific grant based on school census figures for pupils eligible for Free School Meals in Nursery to Year 6, or for children who are previously or currently looked after or who have a parents serving in the armed forces.

At Highfield, the targeted and strategic use of pupil premium is based upon the following principles:

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils and is high quality.
- We ensure that any disadvantages or gaps in attainment are identified and addressed at the earliest stages of learning.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate Pupil Premium Funding to support any pupil or groups of pupils the school legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes groups or individuals.
- Pupil premium spending will be based on a long term strategy linked annually to the school development plan.
- Parents will be consulted regularly on the use of the school pupil premium and given the opportunity to contribute ideas to the way it is spent to meet their own child's needs.

Accountability

The Headteacher and leadership team will **regularly and rigorously monitor**, evaluate and review the strategies we have put into place for pupil premium and **report to the governing body** on its progress and impact. A nominated governor will also meet termly with the Headteacher to challenge the use of the monies and champion best practice for the school.

Provision

The school has looked carefully at the barriers to learning for our pupils as well as outcomes from national research in to the effective use of pupil premium spending and have decided to use the following intervention strategies:



- Providing **small group work** for pupils entitled to funding with an experienced teacher or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.
- **One to one support** for pupils entitled to funding to help them make accelerated progress and raise attainment.
- **Additional teaching and learning opportunities** both within and outside the classroom **supported by teachers and teaching assistants** to raise attainment and promote lifelong learning skills to ensure future economic well-being.
- **Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.
- Acquiring **effective materials for pupils and training for staff** to narrow the gap in reading, writing and maths.
- **Regular after school and holiday provision** for children to receive support with home learning / additional learning from a teacher or teaching assistant.
- Pupil premium resources will also be aimed at **helping children to achieve above age related expectations at KS1 and Key Stage 2**.
- Working with the cluster of **Blacon Schools to provide challenge** through cross school and peer to peer support.
- **Regular and effective professional development for all our staff** (teachers and teaching assistants) to ensure pupils receive consistent, high quality teaching and learning experiences.

All our work will be aimed towards ensuring children 'at risk' of not meeting national expectations attain at least in line for their age through accelerated progress from successful interventions and support. Our able and most able pupils will also be targeted to ensure they excel in their attainment.

We believe that there are no limits on success.

What does this look like in Highfield School?

Here is a sample of some of the activities and daily practice that have taken place to support disadvantaged pupils:

- Passion for Learning Clubs – targeting reading and building successful relationships.
- Free provision of CGP Home Learning Study Books for English and Maths for all pupils entitled to the premium.
- Regular small group and one to one sessions with our Learning Mentor – Mrs Hynes.
- Lunch Time and After School Clubs supervised by our Teachers or Teaching Assistants providing access to online learning, Reading, Maths and supporting home learning.
- Additional Teaching Assistants and Learning Support Teachers working daily in Early Years to close the gaps in learning from the outset.
- Additional Teachers working specifically with children in receipt of pupil premium in Key Stage One and Key Stage Two.
- Small group and one to one tuition after school to help children meet and exceed attainment targets.
- Commissioned speech and language therapy in addition to the Local Authorities provision for Key Stage One and Key Stage Two pupils.
- Friday Enrichment after school club with one to one ratio of adults to pupils.
- Subsidised activities, residentials and reward trips e.g. additional swimming lessons, visits to sports events, theatre/cinema/boat trips.



The school is also committed to the important role that high quality training (using recognised and renowned providers) for all staff plays. Using the main school budget, Highfield has invested in many projects including: Edge Hill University Reading and Maths Interventions; Rebecca Bell (Language and Drama Educational Consultant); Literacy Counts Ready Steady Phonics; My Happy Mind online learning programmes; engagement with the English, Computing, EAL (English as an Additional Language) and Maths Hubs, and the Primary Science Quality Mark and the retention of our Dyslexia Friendly School Status. Highfield is currently working with the Aspirer Teaching Alliance on the merits of utilising metacognitive strategies in teaching.

How do we make sure everyone who needs support or is entitled to support gets it?

Every class teacher is responsible for ensuring that any child who attracts pupil premium is given the support they need to meet and exceed their attainment targets. Progress is measured against school and national standards and each term a data and target setting meeting is held with the Headteacher, class teacher and Senior Leadership Team to monitor progress and make any necessary changes. Children in each class who are included in the Pupil Premium measure are tracked separately from their peers. Parents contribute to the review through the termly Pupil Learning Reviews which has a point for discussion specifically for parents whose children are entitled to the premium.

The monitoring programme for Learning and Teaching also includes specific observations and book scrutiny of children who receive pupil premium. Admin staff and the school Bursar

regularly look at spending and update pupil lists; supporting parents to register for Free School Meals as soon as they are eligible.

Supporting children entitled to pupil premium is everyone's responsibility.



NB – The images used in this report are not linked directly to pupils who are entitled to the Pupil Premium

What are the barriers to learning and future attainment?

At Highfield, we recognise that children need support to overcome barriers that may be hindering them from making the most of their learning. Barriers that exist for our pupils are:

- School readiness on entry to Nursery or Reception (including social skills and self-care);
- Communication and Language delay;
- Effective Working Memory;
- Ensuring that parents uphold high expectations for academic achievement and understand how to support this at every stage of learning;
- Committing to and understanding the importance of regular school attendance for a small number of families

A Summary of Evidence

What does research tell us about the effective use of Pupil Premium nationally?

Successful schools shared many characteristics, they included:

- Specifically targeting the funding and not confusing eligibility and underachievement.
- Using research that measures outcomes against value for money
- Understanding the importance of day to day quality first teaching and not relying on interventions to mop up hidden children
- Using the best teachers to deliver additional support, particularly in English and Maths
- Rigorously using data to help identify the next steps and monitor success
- Offering high quality training to staff
- Class teachers taking responsibility for monitoring pupil premium
- Clear policy and practice
- Well targeted support linking up behaviour, attendance and links with families to remove barriers to learning
- Pupil Premium featuring in staff appraisal targets

- Well informed Governors who contribute to monitoring and the decision making process.
Information taken from 'The Pupil Premium: How schools are spending the funding successfully to maximize achievement'

The statement below details our school's use of pupil premium funding for 2024-25 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	18.11.2025
Date on which it will be reviewed	18.11.2026
Statement authorised by	Michael Harle (Chair)
Pupil premium lead	Nicky Dowling (Head)
Governor / Trustee lead	James Kirkby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82 490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82 490

Part A: Pupil premium strategy plan

Statement of intent

Highfield are committed to ensuring all pupils identified as 'disadvantaged' are given equitable access to learning and championed to achieve the highest outcomes they can, academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	School Readiness on entry to Nursery and Reception (including social skills and self-care)

2	Communication and Language delay in younger pupils compared with 'other pupils'
3	Effective Working Memory Strategies for older pupils compared with 'other pupils'
4	Attendance rates are marginally lower than non-disadvantaged pupils over the course of the year
5	Enrichment activities and additional learning opportunities are not always regularly accessed due to financial constraints at home

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.

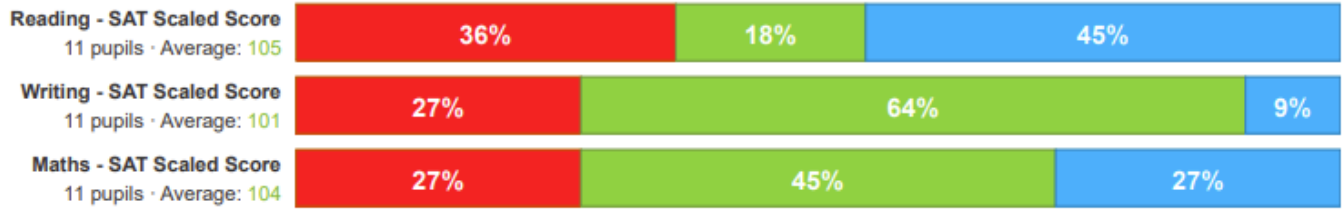
Intended outcome	Success criteria
Families will be well prepared for each phase of learning and able to support their child's home learning.	Families with pupils in receipt of pupil premium will have a clear understanding of how to support their child's learning.
Our youngest pupils will be able to use their words to communicate with us and their peers.	Improved communication and language skills for PP pupils in Nursery and Reception compared to 'on entry' assessments.
Improved attendance for pupils with historical attendance below 95%.	A reduction in broken weeks and unauthorised absence will lead to PP attendance figures at least in line with Highfield non-PP.
Equitable access to learning across all subjects.	All classes will demonstrate effective teaching and learning strategies that support effective working memory techniques for vulnerable pupils.
Strong attainment for disadvantaged pupils based on their starting points.	Pupils in receipt of pupil premium will demonstrate end of Key Stage 2 Achievements broadly in line with the National 'Other' measure.

Pupil Outcomes for 2023-24 at Key Stage Two

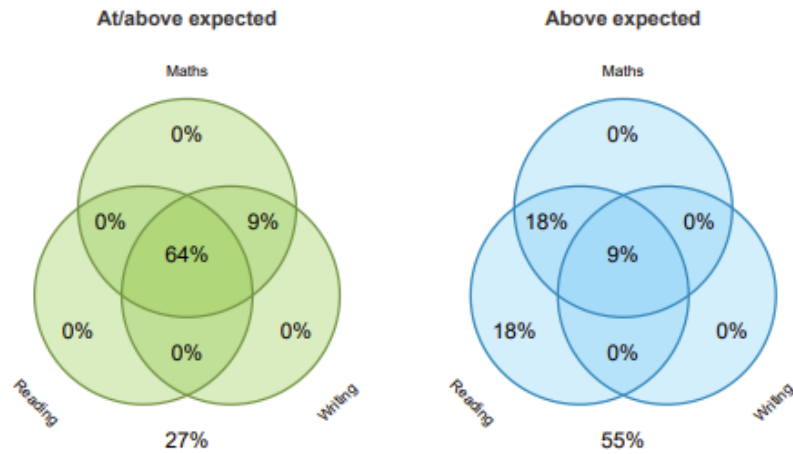
Total Budget 2023-2024	£86 920		
Total Number of Pupils	231	No. of pupils eligible for PP	61
ATTAINMENT JULY 2023			
27 pupils in the cohort: 14 boys and 13 girls; 6 pupils identified as SEN Support and 1 with an EHCP (4 pupils with SLCN, 3 with SEMH, 3 with SLD, 1 ASD and 1 SEN support no specific identified need). 2 pupils with EAL. Absence Rate 4.8%. 11 Ever 6 FSM. 81.5% of pupils are 'Homegrown'	Pupils eligible for PP	Pupils not eligible for PP	National Attainment Pupil Premium
% achieving the expected standard or above in Reading, Writing and Maths	64%	56%	
Average Standardised and Progress Score for Reading	104.6 +0.3	104.1 -2.1	
Average Standardised and Progress Score for Writing	100.6 +0.3	99.4 -4.1	
Average Standardised and Progress Score for Maths	104.1 +0.1	103.4 -0.9	

Attainment Overview for Pupils (from 2023-2024) in class Year 6, who are pupil premium - 2023-2024 Summer 2

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Combined attainment



Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching

Budgeted cost: £ 63 973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant funded full time in Reception class to allow more opportunities for targeted academic support.	EEF' Early Years Toolkit evidences this approach can lead to +7months gain	1 and 2
Learning Support Teacher role (0.6 FTE) funded and deployed through non-class based teaching staff.	EEF research suggests this can impact on pupils up to +5 months	3
Extended SENCo hours to continue to be funded to ensure SENCo role remains full time.	Special Education in Mainstream Schools – Guidance Report <small>https://d2ic4wvo1iusb.cloudfront.net/production/eefguidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1731244430</small>	3 and 5
Staff to receive further training to support the use of metacognitive strategies in class and provide models of self-regulation.	Very high impact based on extensive EEF evidence (+7 months)	3

Targeted academic support

Budgeted cost: £4 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly online small group tutoring for Year 5 & 6 disadvantaged pupils (largely funded through charitable donations)	Impact from EEF studies shows impact of up to 4 months gain. As this is largely charity funded we believe the impact to cost ratio is higher than the EEF's toolkit suggests.	3
Children to receive additional Speech and Language Therapy beyond the LA Core offer.	Highfield pupils accessing this offer last year made strong progress and two out of the ten pupils were discharged fully from the service. EEF research suggests +6 months based on extensive evidence.	2
In-house small group tutoring for pupils across Key Stage One and Two (delivered within teaching hours therefore cost neutral)	EEF Toolkit- up to 4 months	3

Wider strategies

Budgeted cost: £28 692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained employment of the school's Learning Mentor to support children and their families with social and emotional issues, attendance and safeguarding as well as actively promoting wellbeing across the school community.	EEF suggests up to 4 months impact. For Highfield, this role is pivotal in supporting Early Help and reducing barriers to learning. Attendance data from last academic year is strong and persistent absenteeism is well below national benchmarks. See school evaluation from 23-24 for further impact measures.	4 and 5
Education Welfare Consultancy support (termly) and regular training for attendance leads at Highfield	Gov.Uk 'Why is school attendance so important and what are the risks of missing a day?' 'Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.' 'Data from 2019 shows that 84% of Key Stage 2 pupils who had 100%	4

	attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.'	
<p>Targeted curriculum enrichment opportunities to address imbalance in lived experiences:</p> <ul style="list-style-type: none"> • C. Hynes, Learning Mentor, to select pupils to attend enrichment activities across the academic year to support wider learning and real-life experiences. • Family Learning Workshops and Narrative Immersion Sessions/Inspire Days each term with a focus on a different area of learning. • Subsidised school trips and residentials to allow more opportunities for learning outside of the classroom 	<p>Effective parental engagement can add up to 4 months of progress (EEF Toolkit)</p> <p>Social and Emotional learning also has the ability to add up to 4 months of additional progress (EEF Toolkit)</p>	5
<p>Sustain therapeutic services offer for all vulnerable pupils</p> <ul style="list-style-type: none"> • Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils • Family Counselling Service – Platform for Life 	<p>Pupils' ability to self-regulate is fundamental to their progress in school and to the maintenance of good mental health and friendships. Social and Emotional learning can add up to 4 months of additional progress.</p> <p>Metacognition and self-regulation strategies can add up to 7 months of additional progress.</p>	5
<p>Sustain attendance incentives for children; challenge and support families where attendance is below 95% through targeted individualised. early help approaches that identify the root cause of the absences</p>	<p>The combined impact of disadvantage and low attendance has been proven to lead to poor outcomes as noted in Gov.UK and Datalab research statistics.</p> <p>‘Moments Matter, Attendance Counts’</p>	4

Total budgeted cost: £97 615

It is important to note that many other initiatives funded through the school budget directly address the inequality that can be present with disadvantage such as the provision of free, individual school resources; access to technology and homework support; peer to peer support in class; positive role models.

HIGHFIELD COMMUNITY PRIMARY SCHOOL

SUMMARY OF PUPIL PREMIUM 2023-2024

1. SUMMARY INFORMATION

Total Budget 2023-2024		£86 920			
Total Number of Pupils	231	Number of Pupils eligible for PP	61		

2. ATTAINMENT JULY 2023

Cohort of 32 pupils, 10 pupils with special educational needs (including 1 EHCP). 4 pupils have English as an additional language. 20 boys and 12 girls. 14 pupils are entitled to pupil premium funding.	Pupils eligible for PP	Pupils not eligible for PP	National Attainment Pupil Premium
% achieving the expected standard or above in Reading, Writing and Maths	29	50	60 (All pupils nationally)
Progress Score for Reading	0.05	-2.76	0.43
Progress Score for Writing	-2.45	-2.20	0.36
Progress Score for Maths	-0.73	-2.20	0.51

3. BARRIERS TO FUTURE ATTAINMENT (for pupils entitled to PP, including most able pupils)

In School barriers (issues to be addressed in school)

School Readiness on entry to Nursery and Reception (including social skills and self-care)

Communication and Language delay in younger pupils compared with 'other pupils'

Effective Working Memory Strategies for older pupils compared with 'other pupils'

External Barriers (issues which also require action)

Attendance rates fall over the course of the year for PP pupils in the majority of classes

Enrichment activities and additional learning opportunities are not always regularly accessed due to financial constraints at home.

4. DESIRED OUTCOMES

Families with pupils in receipt of pupil premium will have a clear understanding of how to support their child's learning.

Improved communication and language skills for PP pupils in Nursery and Reception compared to 'on entry' assessments.

A reduction in broken weeks and unauthorised absence will lead to PP attendance figures at least in line with Highfield non PP.

All classes will demonstrate effective teaching and learning strategies that support effective working memory techniques for vulnerable pupils.

Pupils in receipt of pupil premium will demonstrate end of Key Stage 2 Achievements broadly in line with the National 'Other' measure.

5. PROPOSED EXPENDITURE

Academic Year 2023-2024

Quality of Teaching for All

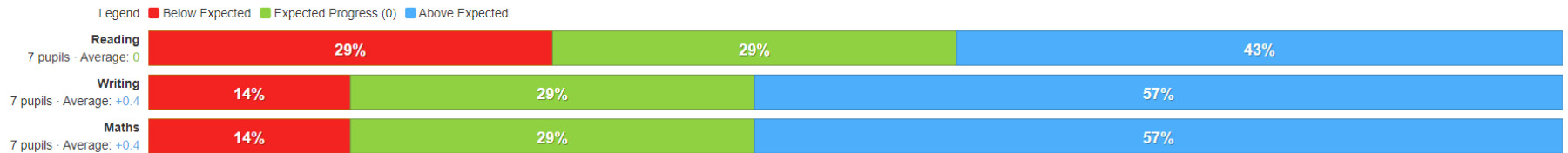
Barrier to Learning	Year Group	Lead	Desired Outcome	Actions	Costs £	RAG	EEF Rating
Early Language and Communication Delay	EYFS	LV	Children targeted to receive additional support will exit the foundation phase of learning meeting the 'Good Level of Development' milestone or strong progress where a special educational need is identified.	<ul style="list-style-type: none"> Additional teaching assistant in Reception Class to provide three small groups for phonics. Teaching Assistant small group work and assessment for language and communication programmes, LOLA, ELSA, Wellcom Assessment Materials. 	20,280		

Impact

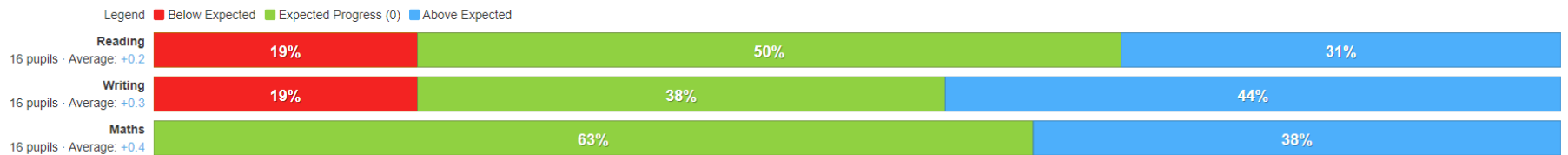
NB - 7 pupils identified as Disadvantaged (14.2% per pupil) and 23 pupils Non-disadvantaged (4.34% per pupil).

43% of disadvantaged pupils met the required 'Good Level of Development' and the end of Reception Year, compared with 53% of pupils overall and 57% of non-disadvantaged pupils. In real terms this equates to a difference of less than one pupil. Word Reading was the limiting judgement. 5 pupils attained the 'Speaking' and the 'Comprehension' Early Learning Goals. 4 pupils are identified as having SEND. Progress Scores from Autumn 2 Assessments in Nursery to end of Reception are: Reading 0 (Expected), Writing +0.4 (Above Expected) and Maths +0.3 (Above Expected). From their starting points, more children made accelerated progress than non-disadvantaged pupils.

Progress Overview for Pupils (from 2023-2024) in class Reception, who are disadvantaged – 2022-2023 Autumn 2 to 2023-2024 Summer 2 Main Assessment

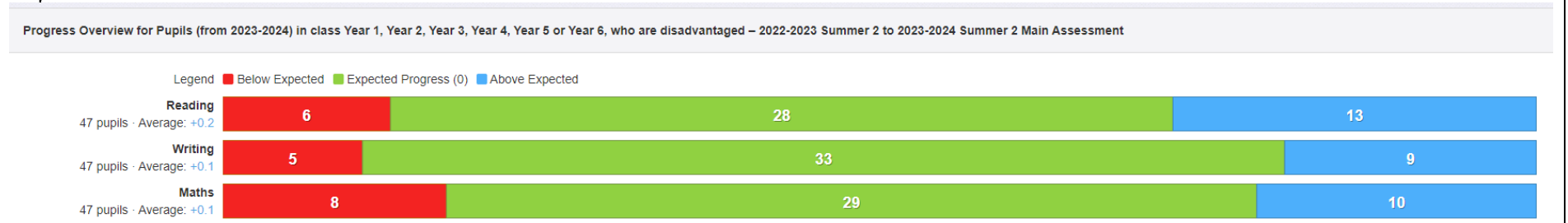


Progress Overview for Pupils (from 2023-2024) in class Reception, who aren't disadvantaged – 2022-2023 Autumn 2 to 2023-2024 Summer 2 Main Assessment



Communication and Language Delay	KS1& Y3	JS	Children receiving additional learning support will demonstrate accelerated academic progress and an ability to work independently and resiliently in class.	<ul style="list-style-type: none"> J. Staub, Learning Support Teacher, to identify and regularly teach pupils both within and outside of the class environment, promoting successful strategies to improve reading and phonics in to writing (Autumn Term). Speech and Language Therapy (CWAC Traded service) buy back for additional hours and staff training. Provide additional access arrangements for all pupils across the school when completing in house formal assessments. 	7,266		
	KS1 & KS2	VW	Children to receive additional Speech and Language Therapy beyond the local authority entitlement. Pupils will have equitable access to examination papers in order to demonstrate their understanding.		4,108.48		

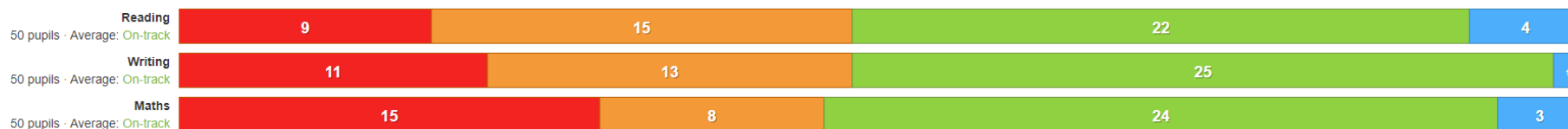
Impact



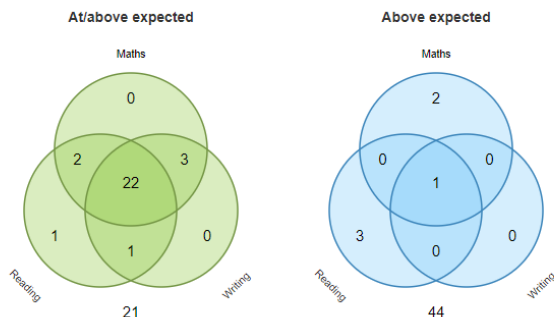
Average progress for disadvantaged pupils is positive across all three main measures. This is the same for attainment as set out below. Maths is an area for further exploration and focus in the forthcoming academic year. When compared with Non-Disadvantaged pupils, those pupils in receipt of PP are progressing marginally better in Reading and Maths (by 0.1) and on par in Writing. On track/above attainment is lower for disadvantaged pupils than non-disadvantaged pupils (Reading 52% vs 75%; Writing 52% vs 67% and Maths 54% vs 70%).

It should be noted that 31.5% of Disadvantaged pupils are also identified as SEND in comparison to 25.7% of Non-disadvantaged pupils.

Legend Well below Just below Expected Above No data



Combined attainment



NB - Seven pupils with SEND are working well below the expected level for Reading; 8 for Writing and 9 for Maths. These pupils are included in the summary figures above.

The purchase of the enhanced speech and language therapy offered a total of 10 places. 4 out of 10 were allocated to pupils in receipt of Pupil Premium. Two pupils were discharged as a result of the progress they have made and a further two pupils also made substantial progress. One child made 1 year’s progress in 5 months (using WellComm Assessment to track). The other child exited Reception meeting the expected level for both ‘Listening, attention and understanding’ and ‘Speaking’.

Effective Working Memory Strategies	EYFS–Y6	VW	Children will have a range of strategies to help commit new learning to long term memory. Children will be able to recall and follow instructions more easily.	<ul style="list-style-type: none"> V Wall’s increased SENCo hours to full time to remain. Utilise the additional time to carry out small group work activities directly related to improving working memory and addressing the attainment gap for vulnerable/disadvantaged pupils. Carole Hynes, Learning Mentor, to teach pupils with anxiety effective techniques to support a mindset 	11, 967		
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				'ready to learn', e.g. HeartMath, Happy Breathing.	4,828		
<p>Impact: Also see enrichment evaluation in the boxes below. Five (out of seven) pupils accessed Memory Fix. All made progress from their starting point, being able to successfully remember between one more and three more chunks of information when tested. Whilst the Heartmath initiative took place, the pupils who it was suitable for were not identified as Pupil Premium on this account.</p>							
Enrichment and Additional Learning Opportunities	Whole School	ND	Pupils will receive additional support with academic and enrichment activities that will improve overall achievement and ability to access learning.	• Small group tuition to be carried out for pupils identified as 'at risk' of underachievement (Y2 and Y6 prioritised), including those capable of achieving 'Greater Depth'.	5,478		
				• C. Hynes, Learning Mentor, to select pupils to attend enrichment activities across the academic year to support wider learning and real life experiences.	3,000		
				• Family Learning Workshops and Narrative Immersion Sessions/Inspire Days each term with a focus on a different area of learning.	750		
				• Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils	2,500		
				• Family Counselling Service – Platform for Life	3,000		
				• Subsidised school trips and residentials to allow more opportunities for learning outside of the classroom	15,000		
Regular Attendance	Whole School	CH	All classes will demonstrate strong and	• C. Hynes, Learning Mentor and	5,000		

			regular attendance at school. 'Broken Weeks' and 'Persistent absences' will reduce term on term.	<p>Claire Fletcher, Admin Assistant, to continue to work with Education Welfare Management, to support swift identification, support and challenge for families where attendance at school is below 97%.</p> <ul style="list-style-type: none"> • Provision of prizes and small rewards half termly linked to high or improved attendance. • N Dowling and Carole Hynes to meet with families termly to support and challenge poor attendance 	2,000		
					500		

Impact

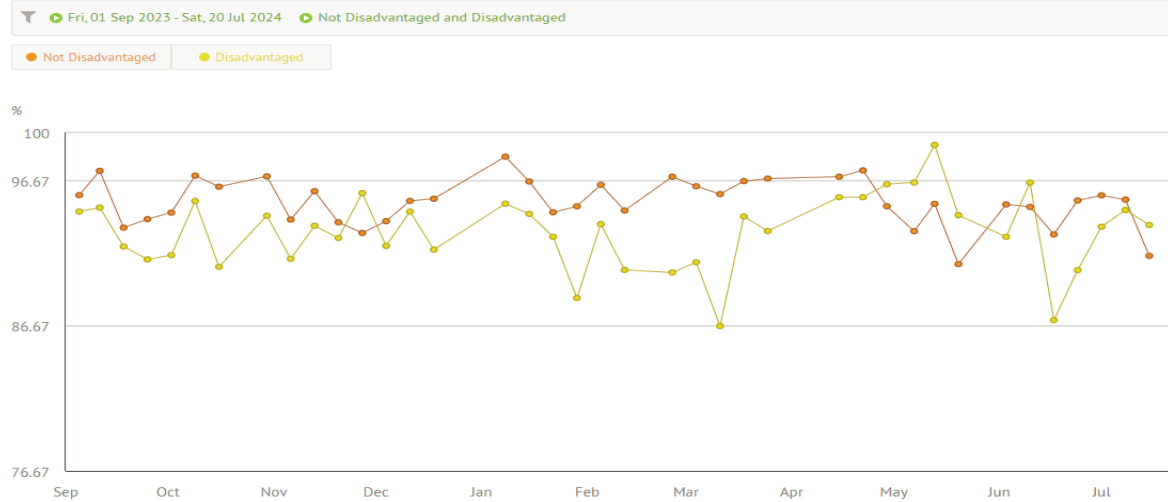
The Early Years Inspire Days continue to attract overwhelmingly positive feedback from our families who appreciate the opportunity to engage with their child's learning in school and learn more about the curriculum they are studying.

School Residentials run annually for pupils in Year Two to Year Six. Of the 40 eligible disadvantaged pupils, 36 children participated. The four pupils who did not attend have previously attended in other year groups and were strongly encouraged and supported to attend on this occasion, too.

Four pupils have received therapy this year through Platform for Life counselling service and one pupil identified as disadvantaged has completed the ELSA programme. All the pupils who attend our Forest Nurture Group are identified as having needs, four are officially Pupil Premium. An after school weekly Enrichment Club targeting pupils needing additional nurture has operated all year, run by the charity Passion for Learning. Two of the thirteen pupils are identified as Pupil Premium from this group. 14 Disadvantaged pupils also attended a Career's Carnival held at Chester Racecourse aimed at offering children the opportunity to explore alternative jobs and meet with local employers. Finally, 4 out of 15 pupils identified as disadvantaged attended a Sports Carnival promoting healthy, sustainable lifestyles. Again, this forms part of our commitment to changing the mindsets of pupils who do not routinely access activities outside of school that promote health and regular exercise.

Most parents report that their children are happier and more settled in school and at home as a result of accessing one or more of our enrichment offers. Pupils who attended the Careers Carnival gave overwhelmingly positive feedback about their futures as well as the activities experienced on the day. All pupils offered the Enrichment Club maintained regular attendance and provided positive feedback about the way in which the club impacted on their wellbeing. Pupil voice from the Sports' Carnival was again overwhelmingly positive (also see Sports' Premium impact statement).

Attendance Over Time



Absence Rates for Non-Disadvantaged pupils in 2023-24 were 4.4% compared with 6.1% for Disadvantaged pupils. Persistent absence rates were higher for Disadvantaged pupils at 18% compared with 5.7% of Non-Disadvantaged pupils. When compared with national figures for 'all pupils' these percentages are only marginally above (5.9% absence and 16.2% persistent absence). Nationally, almost two in five disadvantaged pupils were persistently absent (37.9%). It should be noted that at Highfield, 174 pupils are identified as Non-Disadvantaged vs 58 Disadvantaged pupils when comparing percentages.

Disadvantaged Absence by Year Group:

	Year Groups									Absence Rate
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan		
Nursery 2	1	1	0	0	0	1	0	0	2.6%	
Reception	7	4	3	0	3	7	4	0	13.0%	
Year 1	8	6	2	1	2	7	0	0	5.7%	
Year 2	7	3	4	1	4	7	1	1	6.5%	
Year 3	8	4	4	0	5	8	2	0	8.8%	
Year 4	6	3	3	0	2	6	1	0	5.4%	
Year 5	10	3	7	1	2	9	4	1	6.8%	
Year 6	11	4	7	0	4	11	2	0	4.1%	

Non-Disadvantaged Absence by Year Group:

	Year Groups									Absence Rate
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan		
Nursery 1	7	4	3	1	0	0	1	0	9.5%	
Nursery 2	22	10	12	4	5	0	2	0	6.0%	
Reception	23	12	11	3	10	0	7	1	5.2%	
Year 1	19	6	13	5	7	0	2	0	4.2%	
Year 2	22	10	12	2	10	0	3	1	3.5%	
Year 3	18	16	2	1	8	0	4	0	3.6%	
Year 4	25	21	4	2	5	0	3	2	5.0%	
Year 5	22	14	8	2	8	0	5	0	4.6%	
Year 6	16	10	6	2	11	0	4	1	5.3%	

Total Cost for 2023-2024

£113,223.48

Many more initiatives are directly supporting the achievements of pupils entitled to funding through the Pupil Premium Grant which the school fund year on year from its main school budget.

6. EVALUATION OF EXPENDITURE							
Academic Year	2022-2023						
Quality of Teaching for All							
Barrier to Learning	Year Group	Lead	Desired Outcome	Actions	Costs £	RAG	EEF Rating
Early Language and Communication Delay	EYFS	LV	Children identified to receive additional support will exit the foundation phase of learning meeting the 'Good Level of Development' milestone.	<ul style="list-style-type: none"> Additional teaching assistant in Reception Class to provide three small groups for phonics. Teaching Assistant small group work and assessment for language and communication programmes, LOLA, ELSA, Wellcom Assessment Materials. 	20,280		
<p>Impact</p> <p>14% of pupils in receipt of the Pupil Premium were assessed as working at the expected standard across all 17 areas of assessment on entry to Reception class. No pupils were working above. At the end of the year, this figure rose to 86% of pupils.</p>							
Communication and Language Delay	KS1& Y3	JS	Children receiving additional learning support will demonstrate accelerated academic progress and an ability to work independently and resiliently in class.	<ul style="list-style-type: none"> J. Staub, Learning Support Teacher, to identify and regularly teach pupils both within and outside of the class environment, promoting successful strategies to improve reading and phonics in to writing. Speech and Language Therapy (CWAC Traded service) buy back for additional hours and staff training. 	21,800		
	KS1 & KS2	VW	Children to receive additional Speech and Language Therapy beyond the local authority entitlement		2,000		
<p>Impact</p> <p>Due to the demand and lack of capacity the Local Authority were unable to offer an enhanced package of SALT to schools. The small group and one to one work was delivered consistently by Jenny Staub allowing 63% of Disadvantaged pupils (5 out of 8 pupils) in Year One to reach the pass mark for the phonics screening check with an average pass mark of 29 out of 40. This is compared with 18 out of 21 pupils (86%) of non-disadvantaged pupils (average score 36). In terms of pupil number these figures are equal in that just three pupils in each</p>							

data set did not meet the expected standard. In the Year Two re-check, one out of the two eligible pupils passed the screening with a score of 38.

KS1 results for disadvantaged pupils (8 pupils) are as follows: Reading 43% Expected Standard (EXS), Writing 43% (EXS) and Maths 43% (EXS). The combined score of 43% is lower than non-disadvantaged pupils at 75%. In real terms, this is a difference of 2.5 pupils.

Internal end of year assessments for Y3 show disadvantaged pupils working broadly in line with non-disadvantaged pupils for Reading and Writing when the percentages are compared: Reading 67% PP and 72% NPP; Writing 67% versus 68% NPP. 50% of PP children are working at the expected standard for Maths compared with 72% NPP. In real terms, 4 out of 6 pupils met the expected standards for reading and writing and 3 out of 6 pupils for Maths.

Effective Working Memory Strategies	EYFS–Y6	VW	Children will have a range of strategies to help commit new learning to long term memory. Children will be able to recall and follow instructions more easily.	<ul style="list-style-type: none"> • V Wall to increase her SENCo hours to full time. Utilise the additional time to carry out small group work activities directly related to improving working memory and addressing the attainment gap for vulnerable/disadvantaged pupils. • Carole Hynes, Learning Mentor, to teach pupils with anxiety effective techniques to support a mindset 'ready to learn', e.g. HeartMath, Happy Breathing • N Dowling and V Wall to complete Metacognition and Self Regulation Training with the Aspirer Alliance 	11, 967	4,828	0
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Impact:

The increased hours for the school SENCo has afforded pupils in receipt of PP additional funding and adult support through direct work with the SENCo. The school has established a lunchtime club focusing on wellbeing and mental health which is well attended each week and has allowed pupils to be signposted to other services across the school. Examples of direct case work include:

N Dowling and V Wall completed the metacognition training, disseminating the progress being made on the training to teaching and support staff. This now forms part of the school development plan for 2023-24. Teaching staff and support staff have applied self-regulation and metacognition strategies to their teaching in the Summer Term of 2023 with positive pupil voice outcomes and improvements in positive behaviours for learning for targeted pupils, particularly those in Early Years. Children are already able to talk about their emotions more and have a broader range of strategies to keep them engaged in the learning.

Enrichment and Additional Learning Opportunities	Whole School	ND	Pupils will receive additional support with academic and enrichment activities that will improve overall achievement and ability to access learning.	<ul style="list-style-type: none"> • Small group tuition to be carried out for pupils identified as 'at risk' of underachievement, including those capable of achieving 'Greater Depth'. 5,000 • C. Hynes, Learning Mentor, to select pupils to attend enrichment activities across the academic year to support wider learning and real life experiences. 3,000 • Family Learning Workshops and Narrative Immersion Sessions/Inspire Days each term with a focus on a different area of learning. 750 • Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils 2,500 • Family Counselling Service – Platform for Life 3,000 • Subsidised school trips and residentials to allow more opportunities for learning outside of the classroom 15,000 			
Regular Attendance	Whole School	CH	All classes will demonstrate strong and regular attendance at school. 'Broken Weeks' and 'Persistent absences' will reduce term on term.	<ul style="list-style-type: none"> • C. Hynes, Learning Mentor and Claire Fletcher, Admin Assistant, to work with Education Welfare Management, to support swift identification, support and challenge for families where attendance at school is below 97%. 5,000 • Provision of prizes and small rewards half termly linked to high or improved attendance. 2,000 • N Dowling and Carole Hynes to meet with families termly to 500 			

				support and challenge poor attendance			
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