

# Pupil premium strategy statement

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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	High Down Junior School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	14%
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	September 23
Date on which it will be reviewed	July 2024
Statement authorised by	Andreya Cowan
Pupil premium lead	Matt Welsh
Governor / Trustee lead	Hannah Jones and Ben Valentine

## Funding overview (2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£73142
Recovery premium funding allocation this academic year	£6000
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	£79142

## Part A: Pupil premium strategy plan

### Statement of intent

At High Down Schools we have high expectations for all our children and believe that with high quality teaching, pastoral support, effective engagement with parents/carers and a tailored approach to supporting children's needs that we can support all children, but especially our disadvantaged children, to succeed.

We work towards achieving the Trust Strategic Plan for Disadvantaged pupils and these objectives form a key part of our School Development Plan (SDP).

The Trust Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school we have developed our SDP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils:

The Trust has a responsibility to support and challenge its schools in ensuring that all pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity. The recent report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium 2019, as well as the EEF report entitled The Attainment Gap 2017) and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

At High Down we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of pupil premium funding supports the attainment of those children who might be vulnerable to underachievement.

#### **Principles:**

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We will ensure that the pupil premium grant reaches the groups of children for whom it was intended and that it makes a clear impact on their education

- 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, or have received, 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 the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time
- We recognise that high quality early years provision with a strong emphasis on phonics and early reading alongside number is crucial to all our children but particularly to our socially disadvantaged children

**How we will ensure effective use of the Pupil Premium:**

- The governors in consultation with the executive team and staff, will decide how the pupil premium grant is spent for the benefit of the entitled children. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged children, we recognise that not all children who receive Pupil Premium will be socially disadvantaged or underachieving. We also recognise that not all children who are socially disadvantaged are registered for Pupil Premium.
- The school will assess what additional provision should be made for the individual children.
- The school will be accountable for how it has used the additional funding to support the achievement of those children covered by the pupil premium.
- The Executive Deputy Head will report to the governing body and parents/carers on how effective the intervention has been in achieving its aims, including publishing online information about how the grant has been used.

- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium grant.

**Provision:**

- All our work through the pupil premium will be aimed at identifying and overcoming barriers to learning and accelerating progress for these children in order to close the gap with age related expectations. Pupil premium resources may also be used to target higher attaining children to ensure that they do not underachieve. Our focus for these children will also be to raise motivation and self-esteem. We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these children.
- The range of provision the governors may consider making for this group could include:
  - Appraisal objective for all staff to improve progress for all Pupil Premium children.
  - Expectation for quality feedback daily for these children during and/or after the lesson
  - Targeted 1:1 or small group support either with a teacher, an LSA or our Learning Mentors
  - The use of tailored programmes
  - Structured conversations involving the class teacher, the pupil and the pupil's parents/carers
  - Dedicated time for our Inclusion Leader to plan and monitor provision
  - Additional Lunchtime staffing, SEN, Learning Mentor, Pride and Play support for vulnerable pupils
  - Supporting families with payment for trips, clubs, music lessons, breakfast club, or other suitable opportunities
  - Purchase of uniform or specialist resources according to need

## Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Our attendance data demonstrates that attendance amongst disadvantaged children is lower than that for all children.
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Weak language and communication skills and a lack of exposure to a wide range of vocabulary.
5	Lack of phonic knowledge and poor reading skills alongside a lack of exposure to a range of reading opportunities.
6	Observations and discussions with children and families have identified social and emotional issues for many of our disadvantaged children.

## 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
1. To reduce the attainment gap between disadvantaged and non-disadvantaged for Reading, Writing and Maths	<ul style="list-style-type: none"> <li>- Each year, the attainment gap is reduced in Reading, Writing and Maths</li> <li>- Achieve outcomes in-line with, or above, national average by the end of KS2.</li> </ul>
2. To improve the attendance and punctuality of our disadvantaged children	<ul style="list-style-type: none"> <li>- Number of persistent absence is reduced to below National. Ensure attendance of disadvantaged pupils is at least 96%</li> <li>- Punctuality for disadvantaged children will be in line with other pupils across the school</li> </ul>
3. To develop language, phonics and reading skills for our disadvantaged children	<ul style="list-style-type: none"> <li>- Clear phonics and reading progression has allowed for disadvantaged children to achieve at or above national average in phonics and KS2 Reading.</li> </ul>
4. To achieve and sustain improved wellbeing for all children but particularly our disadvantaged children	<ul style="list-style-type: none"> <li>- High levels of wellbeing are demonstrated by data from pupil voice, child and parent survey and teacher observations</li> </ul>

## 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: £19903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for:</p> <ul style="list-style-type: none"> <li>• phonics training by the ULS</li> <li>• Participation in the Boolean Hub for maths and staff training</li> </ul> <p>This is building upon the professional development for all staff using the Walk Thru materials the cost of which is being paid for by the MAT. £750</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul> <p>Research found that good teachers are especially important for pupils from disadvantaged backgrounds – Sutton Trust</p>	<p>1,4 and 5</p>
<p>Purchase of PiXL resources to provide diagnostic assessments to help tailor teaching activities and provide gap filling interventions. Including staff training and question level analysis input. £4192</p>	<p>Tests can provide reliable insights into the specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1, 4, 5</p>
<p>Time allocation for Phase leaders and Inclusion leader to carry out strategic leadership and monitor impact of PP support and</p>	<p>DFE document: <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	<p>1,3, 4 and 5</p>

<p>helping to tailor intervention so they have the greatest impact. Provide support and advice to staff</p> <p>£14961</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group/individual literacy and/or maths interventions with learning support assistants</p> <p>£2914</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>	1, 3, 4 and 5
<p>PiXL therapies supply cover to release teachers to provide intervention groups</p> <p>£5004</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>	1, 3, 4 and 5
<p>Morning Maths club for Y6</p> <p>£310</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit'</p>	1, 3, 4 and 5

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

Budgeted cost: £53231

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life with particular focus on attendance, behaviour and wellbeing support.</p> <p>£49909</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	<p>6 and 2 but leading to improved engagement and learning – so all areas</p>
<p>Support free milk and provide foodbank administration to provide parents/ children access to additional support. Providing a bursary for other school activities</p> <p>£3322</p>	<p>The Government recognises the benefits of providing healthy meals for the most disadvantaged and this includes free school milk. Extracurricular activities are an important part of education in its own right and a strand of EEF wider strategies</p>	<p>3, 6 and 2</p>

**Total budgeted cost: £ 81362**



## 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.

PiXL was used effectively to note gaps in children's learning. This gap analysis led to adapted precision teaching as well as targeted interventions. Those in Y3 and Y4 in need of developing their phonics skills completed phonics intervention using the DFE validated phonics program used across the Infant school. Maths interventions included both pre and post teaching with a focus on arithmetical fluency. Observations by our school improvement learning partner noted the positive academic and pastoral support for our children, particularly highlighting positive attitudes to reading.

Depth has also been targeted with positive impacts seen, Year 4 for example saw 33% of PP children achieving depth in Reading, Writing and Maths.

Attendance support has been provided by EWO and clear improvements have been made but this remains a clear focus for the school. In some cases, alternative revenue streams were sought to ensure additional mentoring was provided for specific children which had a positive impact on attendance in both cases, in one significant impact.

The Learning Mentor and Pastoral Support Team have been used to support children and families ensuring children feel happy and safe in school and ultimately ready to learn. This will be further supported by the whole school adoption of the Nurture UK approach.

Due to the smaller numbers of disadvantaged children within the school, the data is very cohort driven. Previous years' disadvantaged data was very strong against national disadvantaged data e.g in 2021 at expected in reading (+21%), writing (+12%) and maths (+27%). In 2023 the cohort of 18 children (7 of them SEND) data was not as strong but was above national disadvantaged data by 12% in reading, 14% in writing, 2% in maths and 17% combined

KS2 (12 children):

72% of PP in Y6 achieved Expected Standard + in Reading (28% at Greater Depth)

72% of PP in Y6 achieved Expected Standard + in Writing (11% at Greater Depth)

61% of PP in Y6 achieved Expected Standard + in Maths (11% at Greater Depth)

61% of PP in Y6 achieved combined Expected Standard + in Reading, Writing and Maths (6% at Greater Depth)

