



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Highfield Farm Primary
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	22/23 23/24 24/25
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	D Mackinnon
Pupil premium lead	P Scotton
Governor / Trustee lead	N Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	44 x £1,480 = £65,120 (Ever 6) 2 x £2,570 = £5,140 (Post-LAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£70,260 Total</p>
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Part A: Pupil premium strategy plan

Statement of intent

What is our intent?

At Highfield Farm Primary School, we strive to ensure that all pupils make at least expected progress, from their individual starting points in phonics, reading, writing and mathematics alongside access to a wider curriculum through:

- Quality first teaching
- Targeted, specific academic support
- Inclusive, trauma informed practice and additional access to pastoral support

Our pupil premium strategy plan incorporates these key principals and actions:

- ❖ Quality CPD for all staff, by an accredited phonics and early reading provider will ensure consistency and fidelity to high quality teaching and learning across school
- ❖ Retrieval practice and self-regulation will be re-visited and regularly incorporated into daily opportunities to meet the needs of our pupil premium children
- ❖ We will provide child centered, targeted interventions across all areas of learning and development in co-production with families
- ❖ Promote positive mental health and well-being of pupils by offering enrichment experiences both in and out of school which will positively impact our children and increase their cultural capital.
- ❖ Actively encourage good school attendance in order for pupil premium children to experience all learning opportunities

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 challenges of our pupils and parents impacts on pupils' emotional regulation and ability to access learning. Factors include poor adult mental health and well-being, finance, housing, community disputes, family relationships, substance misuse, ect, often mean that stable conditions don't exist around the child.

2	Historically, the attendance of our Pupil Premium children as a group is lower than that of the whole school.
3	New leadership, increasing pupil numbers and re-structuring of staff in school requires staff time to access continuous professional development in order to deliver QFT and targeted interventions to support needs.
4	The achievement of many of our Pupil Premium children has been affected by co-presenting additional needs, including SEND and Covid babies are now in EYFS and Y1

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 Environmental factors adversely affecting Pupil Premium children's attainment will be addressed.	<ul style="list-style-type: none"> • School based early help is available to all families of children in receipt of PP. • Families will be able to access support or be signposted to appropriate agencies. • Identified children will be able to access 1:1 pastoral support.
2 To raise the attendance of those children identified as Pupil Premium.	<ul style="list-style-type: none"> • School has shared the attendance strategy and made support available for to all Pupil Premium children • Attendance of our PP children will be in line with the non-pupil group • The number of Pupil Premium children falling into the Persistent Absence category to be reduced when compared to the previous year. • Daily calls are made promptly to families who have an absent child without reason. • Pupil premium attendance group is tracked termly and actions taken to those falling below 96% in line with the attendance strategy
3 To ensure staffing structures and operational features prioritise continuous professional development to enable staff to deliver QFT and targeted interventions.	<ul style="list-style-type: none"> • Staff development focuses on QFT in oracy, phonics, reading, writing and mathematics • Staffing is stable and allows quality academic support from skilled support staff • Pupil Premium children will make good progress from their individual starting points • Pupil Premium strategies will be tracked and evaluated for impact and adapted to meet the needs of individual children
4 Pupil Premium children's holistic needs are identified and addressed	<ul style="list-style-type: none"> • Barriers to learning are identified for Pupil Premium children and support planned, tracked and analysed, focused on child centered, holistic development

through collaborative planning, deliver, tracking and analysis	<ul style="list-style-type: none"> • Staff are deployed to meet the social, emotional, personal and health needs alongside targeted academic support • Families will feel supported and best able to work in collaboration with school to improve the progress and attainment of their child/ren
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment / retention of : <ul style="list-style-type: none"> ❖ Family support lead / pastoral TA 3 x days a week ❖ Mental health lead role– SLT member to support SEMH needs across school 1 day weekly as part of SENDCo TLR role ❖ DHT to support teaching and learning of pupils and be on call for SEMH when required. Modelling and supporting self regulation strategies, 1 day weekly. ❖ Purchase and implementation of Zone of Regulation 	EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence. EEF Metacognition and Self-Regulated Learning	1 / 2
CPD / training costs <ul style="list-style-type: none"> ❖ Phonic CPD analysis and follow on training, tracking and monitoring led by phonic lead with release time ½ day weekly. ❖ Voice 21, oracy development CPD programme, leading to oracy language intervention – whole staff 	OFSTED research states that phonics should be the only strategy used to teach reading. Reading Framework July 21 English hub audit. School based data analysis shows that vocabulary understanding limits pupils’ ability to answer inference questions in KS2. Communication and language approaches 2021 EEF – oracy development	3

<ul style="list-style-type: none"> ❖ White Rose / Maths Hub training x 2 staff Mastery readiness ❖ With me in mind training programme – SENDCo , to roll out to school ❖ Y6 teacher to lead on training and the implementation of reading plus across Y3, 4, 5,6 ❖ ROSIS (local authority) professional development to access subject leader meetings, moderation and support. ❖ Admin attendance / early help training ❖ Senior leadership team trauma informed practice training time. 	<p>Fluency in reading focus to enable -EEF recommendation states that fluency reading supports comprehension because pupils cognitive resources can be redirected from focussing on word recognition to comprehending a text. The reading plus programme provides diagnostic, real time data indicating the children’s capabilities so that teaching can be adapted accordingly.</p>	
<p>Resources / materials</p> <ul style="list-style-type: none"> ❖ Purchase of additional phonic resources to aid small group and 1:1 teaching ❖ Purchase of Zones of regulation handbook and classroom resources for emotional regulation ❖ Purchase of Reading plus system 	<p>The EEF guide to Pupil Premium Rosenshine – Principles of instruction</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf 3 emotional (SEL) learning. ndowmentfoundation.org.uk</p>	3 / 4

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

Budgeted cost: £20:000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ❖ Identify children within EYFS / KS1 access targeted RWInc phonics intervention focused on 	<p>EEF – Teaching Assistant Interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of</p>	3/4

Set 1 and Set 2 sounds. TA x 5 hours	between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	
❖ Target support of same day intervention to stop children falling behind and support of children towards reaching end of key stage expectations. 1 x TA / Release for class teacher	As above	3/4
❖ Identified children within KS2 access RWInc Fresh Start Fast Track Tutoring. TA X 5 hours	<p>EEF – Reading Comprehension Strategies</p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	3/4
<ul style="list-style-type: none"> ❖ Quality first teaching for all pupils. Sustaining of staffing levels ❖ Use of standardised testing to inform assessment and inform quality first teaching. ❖ CPD is ongoing for reading and writing by the English lead. Writing is a high priority on the school improvement / CPD plan. ❖ Pupil progress meetings track progress of PP pupils and appropriate intervention are put in place. 	<p>EEF guide to pupil premium, tiered approach - teaching is top priority The EEF Guide to the Pupil Premium Sutton trust – Quality first teaching has a direct impact on student outcomes Sutton Trust School Funding and Pupil Premium</p>	3/4

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

Budgeted cost: £10:000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">❖ Re-structuring of staffing roles to create a team of staff who are able to meet the needs of families collaboratively – time out as required.❖ Offering of different staff to complete home visits to develop effective, long-lasting relationships	EEF toolkit – Parental Engagement	1, 4

<p>❖ Development of a school library to develop reading for pleasure</p>	<p>The evidence on reading for pleasure Benefits of reading for pleasure:</p> <ul style="list-style-type: none"> • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). • Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). 	<p>3</p>
<p>❖ Free to access clubs</p>	<p>OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium</p>	<p>1/4</p>
<p>❖ Reduced cost – access to breakfast club</p>	<p>OFSTED framework, schools knowledge of aspirations and life outcomes for local residents.</p> <p>Sutton trust – parent power Parent Power</p> <p>Sutton Trust EEF evaluation report = breakfast clubs boost attainment. Magic Breakfast EEF</p>	<p>1/4</p>
<p>❖ Development of an attendance lead to identify target groups of children, including the PP</p>	<p>DFE – School attendance guide Rotherham – Early help school attendance matters pathway.</p>	<p>2</p>

group, to prioritise focus support		
❖ Staff support pupils in a nurturing, trauma informed mentoring sessions. Purchase of resources for each session. Including monitoring attendance.	Public health England - promotion of schools supporting the mental health and well being of pupils. DFE Guidance Support for Schools Research carried out for the Governments Green paper (2017) Summary evidence that trains and supported staff can have the same impact as a trained therapist when delivering programmes for mild to moderate mental health issues.	

Total budgeted cost: £70,260

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 2023 to 2024 academic year.

1 = Family Support Worker (FSW) has been able to offer support, guidance and signposting to aid families in managing and overcoming environmental factors, enhancing the stability of conditions surrounding the child.

Our Family Support Worker was effectively able to offer support, guidance and signposting to aid families in managing and overcoming environmental factors. This school led support enabled families to manage issues with a range of challenging issues including; housing, financial support, community challenges, language / cultural difficulties and day to day mental health and well being factors which were affecting their children. As part of our graduated **pastoral** response, the FSW completed half termly blocks of targeted support with 16 of our Pupil Premium children. In addition to this, school commissioned a therapist for a half day a week during term time to complete direct work with identified children. The therapist worked with 4 children for a period of a term, completing entry and exit assessments to identify needs and impact. Over the year, 12 children were supported through these sessions.

2 = To raise the attendance of those children identified as Pupil Premium.

Pupil Premium attendance rose by 0.56% when compared to the same group for the 22/23 academic year

3 = That all staff will have an increased awareness of those children eligible for Pupil Premium, key staff will be aware of their specific needs and the strategies that are in place through Pupil Premium and Recovery Premium funding.

Children identified as PP is clearly defined and PP Core Team established; including SLT, Governance, teaching and pastoral membership.

Individual chronologies/profiles have been created within our RecordMy system to capture changing needs. These feed into Inclusion Referral Pathway, held weekly between the SENDCo, FSW and class teachers and

are also discussed at half termly (or more regularly if required) with our Early Help Locality Lead. Any 'stuck cases' can then be escalated to the Head and part of the weekly Inclusion Meeting.

Via RM Integris, all staff have access to a 'live' list of those eligible for PP. This enables staff to ensure that those eligible for PP are clearly identifiable within class assessment and tracking systems, so that appropriate and timely support and provision changes are made.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fusion Learning Support	Fusion

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year:***

N/A

The impact of that spending on service pupil premium eligible pupils:

N/A