

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	Highcliffe Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Miss Nicky King
Pupil premium lead	Miss Alix Peacock
Governor / Trustee lead	Mr D Benn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,100
Recovery premium funding allocation this academic year	£10,539
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£149,639

Part A: Pupil premium strategy plan

Statement of intent

- At Highcliffe Primary School, we want all children to have the opportunity to achieve their full learning potential. We aim for all children to develop their resilience, emotional well-being and behaviours so that they are able to learn effectively. We have always strived to make a difference and go the extra mile for our disadvantaged learners.

The EEF state that, “there is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown¹ [over the pandemic] so for 2022-23 we have ascertained that the two key areas for our disadvantaged pupils are **academic progress** and **developing pupils’ resilience and emotional wellbeing**.”

¹ (EEF,2022) The Impact of Covid-19 on Learning

Challenges

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

Challenge number	Detail of challenge
1	<p>Some of our learners have had a very disrupted start to their schooling due to the pandemic and have missed fundamental learning, such as phonics and early language acquisition.</p> <p>“There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.” (EEF, <i>The Impact of COVID-19 on Learning, 2022</i>)</p>
2	<p>Whilst there has been some recovery following the Covid disruption of 2020 and 2021 it is time to move forwards and to continue to close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and other strategies.</p> <p>“High quality teaching-every day, for all pupils-can and will make a positive difference” (EEF, <i>Moving Forwards, Making a Difference, 2022</i>)</p>

3	The wider effects of the pandemic have had a negative impact on children's mental health. (EEF, The Impact of Covid-19 on learning, 2022)
4	Attendance (including impact of Covid) and punctuality. "There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance" Attendance Interventions Rapid Evidence Assessment (EEF, 2022)
5	Lack of parental engagement.

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
Attainment gap between PPG and non-disadvantaged children continues to narrow and move towards pre-pandemic standards , as a result of interventions.	The attainment gap from summer 22 at the end of KS1 and KS2 has narrowed by summer 23, on average for PPG pupils.
Improved emotional wellbeing and mental health for our PPG pupils as well as supporting positive learning behaviours.	<ul style="list-style-type: none"> -Fewer behaviour incidents reported. -Improved Thrive screening scores. -Undisrupted learning. -Observations of targeted children show improved ability to self-regulate and seek help. -Fewer suspensions. -School counsellor, ELSA practitioners, Thrive practitioners and EMHP to work with pupils to support their mental health.
The attendance of disadvantaged children increases.	Attendance of PPG children will be in line with, or better than, national average.
Our younger learners have had the largest proportion of their school life disrupted. We aim to fill the gaps in both academic and social progress	<ul style="list-style-type: none"> % of PPG pupils achieving the ELG is greater than in 2021/22. % off PPG pupils achieving the expected standard in the Phonics Screening Check matches 2019 (pre-pandemic)

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: £3760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write training for 6 staff.	<ul style="list-style-type: none"> • The Reading Framework (DfE, 2021) highlights the importance of a systematic synthetic phonics. 	1, 2
<p>English lead to undertake Reading for Pleasure: Transforming your school's reading culture' in association with the English Hub</p> <p>Bottom 20% across school targeted for extra phonics and reading interventions.</p>	<ul style="list-style-type: none"> • Sounds Write is a validated SSP program. • The Education Endowment Fund Teaching Toolkit (EEF, 2021) highlights Phonics as having high impact for low cost based on extensive evidence. • A key recommendation of the EEF Guidance report 'Improving Literacy in Key Stage 1' is to effectively implement a systematic phonics programme. This report recommends considering the following when choosing a phonics program: training, responsiveness, engagement, adaptations and focus. • The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. (EEF, <i>Moving Forwards, Making a Difference</i>, 2022) 	1, 2
<p>Annual THRIVE training for 2 practitioners.</p> <p>EMHP</p> <p>ELSA</p> <p>School Counsellor</p>		
<p>Children in EYFS will read weekly 1:1 and receive intervention for early reading and writing skills. Children will take part in BLAST used in Nursery, NELI (Nursery and Reception) and Early Talk boost (Nursery)</p>	<p>“One to one and small group tuition” and “Interventions to support language development and literacy” <i>DfE-Menu of approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	

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

Budgeted cost: £15,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring /Recovery PPG pupils not on track to meet age-related expectations will be identified and will receive high- quality	<p>“Teaching assistant deployment and interventions”, “One-to-one and small group tuition” and “Interventions to support language development, literacy and numeracy”. DfE-Menu of Approaches, Using pupil premium guidance for school leaders 2022.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.gov.uk/government/publications/pupil-premium-effective-use-and-accountability DfE</p>	1, 2
Sounds Write interventions for targeted children to develop reading fluency in EYFS, KS1 and KS2.	<ul style="list-style-type: none"> The EEF Guidance Report ‘Making Best Use of Teaching Assistants’ highlights the benefits of using Tas to deliver high quality one to one and group support using structured interventions. Sounds Write offers a structured and consistent approach to the teaching phonics for both whole class work and small group intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 2

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

Budgeted cost: **£130,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x full time Lead Thrive Practitioner to work with targeted	<ul style="list-style-type: none"> The EEF Guidance report ‘Improving Social and Emotional Learning in Primary Schools’ advocates teaching Social and Emotional Learning skills explicitly 	3, 4, 5

<p>children in KS1 (am) and wider school (SEMH pm) including liaison with parents of children accessing provision.</p> <p>1 x 0.6 Nurture trained teacher to work with targeted children in KS1 (am) and wider school (SEMH pm) including liaison with parents of children accessing provision.</p> <p>Employment of EWO to work with families falling below our attendance targets. Attendance and punctuality figures reported to parents. Close monitoring of PPG pupils' attendance. Reviews of attendance by EWO.</p>	<p>and integrating and modelling social and emotional learning skills through everyday teaching.</p> <ul style="list-style-type: none"> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>“Supporting attendance” DfE-Menu of approaches, Using pupil premium guidance for school leaders 2022.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months of the progress of children. <i>EEF</i></p>	
<p>Thrive practitioner to deliver interventions which support positive behaviour, emotional wellbeing and social skills to targeted children in KS1 and KS2. Including liaison with parents of children accessing Thrive provision.</p>	<ul style="list-style-type: none"> The Education Endowment Fund Teaching Toolkit (EEF, 2022) rates Social and Emotional Learning Interventions as 'Moderate impact for very low cost.' The toolkit cites that 'Social and Emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of the academic year.' “Supporting pupils’ social, emotional and behavioural needs” “Supporting attendance” DfE-Menu of approaches, Using Pupil Premium guidance for school leaders 2022. It is recognised that the Covid-19 pandemic has had wider impacts aside from attainment, which this report focuses on. There is evidence that suggests the pandemic has negatively impacted children’s mental health. More research is needed to understand the long-term effects of the Covid-19 pandemic on children’s mental health and the influence of specific risks as they evolve over time.” (Busières et al.2021) While there is limited data, teachers have identified mental health as a significant challenge in the classroom. (The impact of Covid-19 on Learning: A review of the evidence, EEF) 	<p>3, 4, 5</p>

<p>Work with Headstart/Tuff Tees program to audit and enhance emotional wellbeing provision across school.</p>	<ul style="list-style-type: none"> The EEF Guidance report on Improving Social and Emotional Learning in Primary Schools (EEF, 2021) highlights explicitly teaching social and emotional learning as moderate impact for moderate cost based on extensive evidence. Approaches include whole school, class based and targeted teaching of social and emotional learning. 	<p>3, 4, 5</p>
<p>Weekly Counselling Service for targeted children.</p>	<ul style="list-style-type: none"> The EEF Guidance report on Improving Social and Emotional Learning in Primary Schools (EEF, 2021) highlights explicitly teaching social and emotional learning as moderate impact for moderate cost based on extensive evidence. Approaches include whole school, class based and targeted teaching of social and emotional learning. <i>Longer term effects of school-based counselling in UK Primary Schools</i> (Finning et al, 2021) - A recent article in 'European Child and Adolescent Psychiatry' suggests that their research finds that there is short-term benefit of school-based counselling on children's mental health and evidence to suggest that improvement in mental health continues over a longer-term period. 	<p>3, 4, 5</p>
<p>Employment of EMHP part of the Inside Out Mental Health support team to work with children and families identified as needing extra support.</p>	<ul style="list-style-type: none"> See above 	<p>3,4,5</p>
<p>ELSA 0.2 Emotional Literacy Support Assistant to focus on targeted children in KS1 and KS2.</p>	<ul style="list-style-type: none"> The EEF Guidance report on Improving Social and Emotional Learning in Primary Schools (EEF, 2021) highlights explicitly teaching social and emotional learning as moderate impact for moderate cost based on extensive evidence. Approaches include whole school, class based and targeted teaching of social and emotional learning. 	<p>3, 4, 5</p>

Total budgeted cost: £149,639

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.

KS2 Attainment

KS2 (Y6)		2018 - TEST			2019 - TEST			2022 - TEST		
		Boys 28-3.6%	Girls 31-3.2%	All 59-1.7%	Boys 30-3.3%	Girls 22-4.5%	All 52-1.9%	Boys 33-3%	Girls 22-4.5%	All 55-1.8%
RWM Combined	EXS	35.7	45.2	40.7	43.3	63.6	51.9	60.6	54.5	58.2
	HS	3.6	3.2	3.4	0.0	9.1	3.8	3.0	4.5	3.6
No of Disadvantaged		9	13	22	14	10	24	12	6	18
RWM Comb Disadvantaged	EXS	22.2	38.5	31.8	14.3	50.0	29.2	50.0	50.0	50.0
	HS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

KS2 Progress Score

Progress Score	2014 - 2018			2015 - 2019			2018 - 2022		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading All	-1.16	-2.58	-1.91	-2.90	-2.88	-2.89	-0.95	-0.14	-0.62
Reading disadvantaged	0.57	-4.55	-2.35	-4.05	-3.29	-3.72	-0.50	2.72	0.63
Writing All	-1.85	3.04	0.73	-2.47	-0.82	-1.76	0.99	2.53	1.61
Writing disadvantaged	1.55	1.09	1.29	-4.54	0.43	-2.38	0.00	6.21	2.19
no. dis pupils	9	12	21	13	10	23	11	6	17
Colour key:	Dark red fill <-5		Light red fill <-2			Dark green fill >2			
	Light green fill >0								
Maths All	0.03	-0.76	-0.38	-2.34	-3.00	-2.62	0.78	-0.09	0.42
Maths disadvantaged	2.25	-0.64	0.60	-3.09	-3.20	-3.14	1.48	0.63	1.18

KS1 Attainment

PERFORMANCE DATA		2022			<p>The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)</p>	
		Boys	Girls	Total		
No. of pupils All		19	16	35		
School Dis Cohort	PP	8	5	13		
	SEN	2	3	5		
	EAL	0	0	0		
	LAC	0	0	0		
READING TA	School Disadvantage	37.5%	20.0%	30.8%	<p>% expected standard or greater depth</p>	
	National Other	69.0%	76.0%	72.0%		
	GAP School Dis vs National Other	-31.5%	-56.0%	-41.2%		
	National All Pupils	63.0%	71.0%	67.0%		
	National Dis	47.0%	55.0%	51.0%		
WRITING TA	School Disadvantage	12.5%	40.0%	23.1%	<p>% expected standard or greater depth</p>	
	National Other	57.0%	69.0%	63.0%		
	GAP School Dis vs National Other	-44.5%	-29.0%	-39.9%		
	National All Pupils	52.0%	64.0%	58.0%		
	National Dis	35.0%	47.0%	41.0%		
MATHS TA	School Disadvantage	37.5%	20.0%	30.8%	<p>% expected standard or greater depth</p>	
	National Other	74.0%	72.0%	73.0%		
	GAP School Dis vs National Other	-36.5%	-52.0%	-42.2%		
	National All Pupils	68.0%	67.0%	68.0%		
	National Dis	52.0%	51.0%	52.0%		

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
THRIVE approach	THRIVE
Sounds Write SSP	Sounds Write