

Highcliffe Primary Pupil premium strategy statement

School overview

Metric	Data
School name	Highcliffe Primary School
Pupils in school	325
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£120,910
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	October 2021
Statement authorised by	Miss Nicky King
Pupil premium lead	Miss Alix Peacock
Governor lead	Mr D. Forteath

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	To be reviewed at end of Autumn term – following first assessments since full school return.
Writing	As above
Maths	As above

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not applicable – due to school closures
Achieving high standard at KS2	Not applicable – due to school closures

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing.	September 2021

Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	September 2021
Phonics	Achieve national average expected standard in Phonics Screening Check.	September 2021
Other	Improve emotional wellbeing, resilience and learning behaviours of targeted children.	September 2021

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Training for relevant staff in Sounds Write Phonics Program
Priority 2	Work with English Hub to embed use of Sounds Write Phonics program across EYFS, KS1 and LKS2
Barriers to learning these priorities address	Ensuring use of structured and consistent phonics program across school to impact reading fluency.
Projected spending	£4440

Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional 0.2 Teacher in Upper KS2 to deliver Maths, Reading and Writing interventions.
Priority 2	Additional Teacher in Early Years to support targeted children with SEMH and Speech and Language needs.
Priority 3	Teaching Assistant Support across school to deliver in class support to small groups.
Barriers to learning these priorities address	Encouraging wider reading and use of reading skills. Support for progress in Reading and Writing – identified as an area of weakness.
Projected spending	£73711

Wider strategies for current academic year

Measure	Activity
Priority 1	Nurture group for targeted children in Year 1
Priority 2	Thrive practitioner to deliver interventions which support emotional development, positive behaviour and social skills to targeted children in KS2.
Priority 3	Weekly Counselling service for targeted children.
Priority 4	0.2 Emotional Literacy Support Assistant to focus on targeted children in KS1 and 2
Barriers to learning these priorities address	Emotional wellbeing and readiness to learn.
Projected spending	£29925

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given to allow for staff professional development and embedding of Sounds Write Program in Years R-3.	Cover for staff to ensure they receive training. Cover time for Reading Lead to work with English Hub to support implementation.
Targeted support	Ensuring intervention time used effectively to impact on progress of targeted children.	Support from Phase leaders for teachers to ensure interventions target and impact on children who most need support.
Wider strategies	Identifying and engaging with children with most need of emotional development support. Ensuring positive impact on resilience and emotional wellbeing impacts upon learning behaviours.	Teacher observations and THRIVE assessments used to identify children most in need of support. Close liaison between teaching staff, staff delivering Thrive/ELSA/Counselling support and parents.

Review: last year's aims and outcomes

Aim	Outcome
Supporting Emotional Wellbeing and social skills.	<p>Some positive impact on specific children – increased resilience and use of strategies to support emotional wellbeing.</p> <p>Some children need further support to ensure positive behaviours and readiness to learn. Re-structured support for specific children put in place.</p>
Reading Attainment	<p>(No data due to school closures)</p> <p>Sounds Write Phonics Program started across EYFS and KS1 to impact on reading progress and attainment. Continue to embed and monitor use of this scheme over this academic year.</p>
Writing Attainment	<p>(No data due to school closures)</p> <p>Sounds Write Phonics Program started across EYFS and KS1 to impact on reading progress and attainment. Continue to embed and monitor use of this scheme over this academic year.</p>
Parental Engagement and support with education	High take up for parent meetings and events throughout school.