

## Pupil premium strategy statement – Highcliffe Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	32.6%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Miss N. King
Pupil premium lead	Mrs A. Salter
Governor / Trustee lead	Mrs H. Wigham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,515
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,331
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£1,120
<b>Total budget for this academic year</b>	<b>£149,996</b>

## 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 can 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 grown<sup>1</sup> [over the pandemic] therefore, for 2023-24 we have ascertained that the key areas for our disadvantaged pupils are **academic progress** and **developing pupils’ resilience and emotional wellbeing**.”

<sup>1</sup> (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>We will continue to aim to close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and interventions.</p> <p><i>“High quality teaching—every day, for all pupils—can and will make a positive difference” (EEF, Moving Forwards, Making a Difference, 2022)</i></p>
2	<p>Some of our learners had a very disrupted start to their schooling due to the pandemic and have missed fundamental learning, such as phonics, early language acquisition and key numeracy skills.</p> <p><i>“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, The Impact of COVID-19 on Learning, 2022) (Note: The current Y4 were in Reception in Spring 2020).</i></p>
3	<p>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)</p>
4	<p>Attendance (including impact of Covid) and punctuality.</p> <p>“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)</p>
5	<p>Ensure that financial barriers- especially with a backdrop of the ‘cost of living crisis’- are not a barrier to disadvantaged children taking part in extra-curricular events (such as trips, residential, theatre visits, sporting events and after school clubs).</p>

## 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 quality first teaching and interventions.	The attainment gap from summer 2023 at the end of KS1 and KS2 will have narrowed by summer 2024, on average, for PPG pupils.
Our Y4 and Y3 pupils had their EYFS time disrupted so we aim to fill the gaps in both academic and social progress.	The number of PPG pupils achieving 20 marks and above on the MTC increases. The attainment gap from summer 2023 for Y3 and Y4 PPG pupils in reading, writing and maths will have narrowed by summer 2024. Children will be confident and independent.
Improved emotional wellbeing and mental health for our PPG pupils as well as supporting positive learning behaviours.	Reduced numbers of PPG children needing access to our school counsellor, ELSA practitioners, THRIVE practitioners and EMHP to work with pupils to support their mental health.
The attendance of our disadvantage pupils increases.	The attendance for our PPG children will be in line with national average.
PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.	The same proportion of PPG pupils attend residentials, trips and sports events as non-disadvantaged pupils.

## 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: £ 131,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children have access to high quality teaching. PP children have more 1:1 and focus group sessions with the teacher than non-PP children	<ul style="list-style-type: none"> <li>“Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></li> <li>“Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)” <i>EEF- T&amp;L Toolkit</i></li> <li>“One to one and small group tuition” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></li> </ul>	1,4

	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> EEF</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF</li> </ul>	
<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>Children will participate in 'Tales Toolkit' which supports communication and language skills, as well as writing skills.</p>	<ul style="list-style-type: none"> <li>• "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></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> EEF</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> EEF</li> </ul>	1,4
<p>1 x full time Lead Thrive Practitioner to work with targeted children in EYFS, KS1 and KS2 including liaison with parents of children accessing provision.</p> <p>1 x 0.6 Nurture trained teacher to work with targeted children in EYFS, KS1 and KS2 including liaison with parents of children</p>	<ul style="list-style-type: none"> <li>• The EEF Guidance report 'Improving Social and Emotional Learning in Primary Schools' advocates teaching Social and Emotional Learning skills explicitly and integrating and modelling social and emotional learning skills through everyday teaching.</li> <li>• 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. <ul style="list-style-type: none"> <li>○ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> EEF</li> </ul> </li> </ul>	1,2,3,4.

accessing provision.		
<p>Sounds Write training for 5 staff.</p> <p>English lead to disseminate Reading for Pleasure: Transforming your school's reading culture' training to staff.</p> <p>Bottom 20% across school targeted for extra phonics and reading interventions.</p>	<ul style="list-style-type: none"> <li>• The Reading Framework (DfE, 2021) highlights the importance of a systematic synthetic phonics.</li> <li>• Sounds Write is a validated SSP program.</li> <li>• The Education Endowment Fund Teaching Toolkit (EEF, 2021) highlights Phonics as having high impact for low cost based on extensive evidence.</li> <li>• 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.</li> <li>• 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, Moving Forwards, Making a Difference, 2022)</li> </ul>	1,2

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

Budgeted cost: £ 13,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write interventions for targeted children to develop reading fluency in EYFS, KS1 and KS2.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,4
<p>PPG pupils not on track to meet age-related expectations will be identified through our PPG tracker and will receive high-</p>	<ul style="list-style-type: none"> <li>• "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></li> </ul> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1,4

<p>quality extra support from teachers and teaching assistants. Progress monitored on PPG tracker.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One-to-one tuition and small group tuition are both effective interventions.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> EEF</p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a> EEF</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our PPG children suffered the most during the pandemic in terms of accessing cultural/ adventurous experiences. We will continue to offer to financially subsidise outdoor educational residentials and other visits in 23/24.</p>	<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> EEF</p>	<p>2,5</p>
<p>Employment of Attendance Officer (weekly) to work with families falling below our targets. Teachers to have meetings with parents to discuss attendance and punctuality. Close monitoring of PPG pupils' attendance using PPG tracker. Weekly reviews of attendance by AO.</p>	<p>"Supporting attendance" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> EEF 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 onto the progress of children. <i>EEF</i></p>	<p>1,2,3,4</p>
<p>Mental wellbeing: Employment of an Emotional Mental Health Practitioner (EMHP) part of the Inside Out Mental Health support</p>	<p>"Supporting pupils' social, emotional and behavioural needs" "Supporting attendance" <i>DfE – Menu of Approaches, Using pupil</i></p>	<p>2,3</p>

<p>team to work with children and families identified as needing extra support.</p>	<p><i>premium guidance for school leaders 2022</i></p> <p>“It is recognised that the Covid-19 pandemic has had wider impacts on pupils 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 factors as they evolve over time.” (<a href="#">Bus-sières et al., 2021</a>).</p> <p>While there is limited data, teachers have identified mental health as a significant challenge in the classroom. (<a href="#">The Impact of COVID-19 on Learning: A review of the evidence, EEF</a>)</p>	
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**Total budgeted cost: £ 149,996**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Challenges identified 2022-2023

#### 1. Attainment gap between our disadvantaged and non-disadvantaged children continues to narrow.

#### KS2

<b>PERFORMANCE DATA</b>				
<b>Expected Standard</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>No. of pupils</b>		<b>34</b>	<b>28</b>	<b>62</b>
School	<b>Pupil Premium</b>	<b>13</b>	<b>10</b>	<b>23</b>
Pupil Premium pupils characteristics:	<b>SEN</b>	6	3	9
	<b>EAL</b>	0	0	0
	<b>LAC</b>	0	0	0
<b>READ TEST</b>	School PP	38%	50%	<b>43%</b>
	TSDC NonPP	79%	83%	<b>81%</b>
	TSDC All	72%	77%	75%
	TSDC PP	61%	66%	64%
<b>MATHS TEST</b>	School PP	54%	60%	<b>57%</b>
	TSDC NonPP	83%	81%	<b>82%</b>
	TSDC All	77%	74%	75%
	TSDC PP	65%	63%	64%
<b>WRIT TA</b>	School PP	46%	60%	<b>52%</b>
	TSDC NonPP	77%	86%	<b>81%</b>
	TSDC All	70%	80%	75%
	TSDC PP	59%	72%	65%
<b>RWM** TEST (Read / Maths) TA (Writ)</b>	School PP	38%	50%	<b>43%</b>
	TSDC NonPP	67%	73%	<b>70%</b>
	TSDC All	60%	64%	62%
	TSDC PP	47%	52%	49%

17% of disadvantaged pupils achieved a high score in reading-this has increased from 4 % in 2019.

43% of disadvantaged children achieved the expected standard in RWM combined.



## KS1

PERFORMANCE DATA		2023		
		Boys	Girls	Total
Pupils		14	20	34
School PP Cohort	Pupil Premium	6	6	12
	SEN	2	3	5
	EAL	0	0	0
	LAC	0	0	0
READ TA	School PP	50%	50%	50%
	National NonPP	70%	77%	73%
	National All Pupils	65%	72%	68%
	National PP	50%	58%	54%
WRIT TA	School PP	50%	33%	42%
	National NonPP	60%	71%	65%
	National All Pupils	54%	66%	60%
	National PP	38%	51%	44%
MATHS TA	School PP	67%	33%	50%
	National NonPP	76%	75%	75%
	National All Pupils	71%	70%	70%
	National PP	56%	55%	56%

### **2. Mental Health and Wellbeing**

36.4% (31/85) PPG children accessed mental health and well-being interventions (school counsellor, ELSA practitioners, THRIVE practitioners and EMHP) in 2022-23.

To date, in 2023-24, we have 30.5% of PPG children accessing mental health and well-being interventions.

Success Criteria: All PPG children with an SEMH need will have access to, or be placed on the waiting list, for SEMH interventions.

Outcome: Regular 'Huddle' meetings with our EMPH, SLT and Mental Health Lead ensure PPG children are monitored and put forward for interventions if necessary.

### **3. Attendance**

Attendance for PP children in 2022-23 was 91.84%.

Attendance for PP children in 2021-22 was 89.28%.

Success Criteria: Attendance of PP children will be in line with, or better than, national average.

Outcome: Attendance for PP children improved, however, it was still below our school target of 96%.

### **4. Improved Progress in our younger children.**

Our younger learners were affected greatly by lockdowns and missed crucial early learning at the start of their lives. It was our intention that we would achieve a greater percentage of pupils achieving the Early Learning Goal. Success Criteria: Percentage of pupils achieving the ELG is greater than in 2021/22.

Outcome: 72% of children achieved ELG in 22/23 compared to 68.2% in 20/21.

Success criteria: % off PPG pupils achieving the expected standard in the Phonics Screening Check matches 2019 (pre-pandemic)

Outcome: In 2019, 83.3% (10/12 disadvantaged children) achieved the expected standard in phonics. In 2022/23, 31.3% (5/16 disadvantaged children) achieved the expected standard in phonics.

Increasing the number of disadvantaged children reaching the expected standard in phonics remains a key priority for 2023/24.

**5. PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.**

Disadvantaged families are informed of how to receive financial support for trips and residential. Financial assistance was provided for many families who attended residential. All children regardless of whether they are PPG, are encouraged to take part in the many extra-curricular activities and represent our school in sporting events.

Success Criteria: PPG pupils attend residential, trips and sporting events.

Outcome: PPG pupils attended residential, trips and sporting events.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Thrive approach	Thrive