

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Highcliffe Primary School</b>
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	8.3%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simone Stewart (Head of School)
Pupil premium lead	Guy Watts
Governor / Trustee lead	Hawa Fazlanie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,285
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,507
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,792



# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- attendance
- holistic education/offer
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Highcliffe Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our internal analysis shows pupil premium attendance is lower than non-pupil premium, however, both whole school and PP attendance is significantly above national average figures. Pupil Premium also has a higher level of persistent absence than non-pupil premium. We know that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
2	Assessments: Internal and external assessments show that the gap has narrowed for disadvantaged pupils. We know that it is a challenge to maintain this and quality first teaching and interventions are imperative to ensure all children succeed.
3	Wellbeing: Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment who often have access to fewer out of school enrichment activities. Increased cost of living is additional strain on families.
4	Extracurricular and cultural capital (holistic education): historically internal data, discussions and observations show that a number of our pupils have experienced less extra-curricular exposure in the form of trips, visits and clubs outside of school time.

## 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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: The gap between attendance for non-disadvantaged and disadvantaged pupils will be narrowed.</p>
<p>Assessments show the gap has narrowed between non-disadvantaged and disadvantaged pupils in reading, writing and maths.</p>	<p>By 2024/25 data will indicate that the gap has narrowed and more disadvantaged children achieve age related expectations or above.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they have the same holistic experiences as non-pupil premium pupils.</p>	<p>Sustained high levels of wellbeing 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils wider range of holistic experiences linked to the curriculum for pupil premium pupils.</p>
<p>Disadvantaged pupils have experience of and attend extra curricular clubs, visits and opportunities outside of school.</p>	<p>By 2024/25, disadvantaged pupils will have had experiences and enrichment opportunities which will impact positively on their future choices and life experiences. The children will be able to talk about and use these experiences with confidence and it will inform their knowledge and understanding of the world.</p>

## 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: £ 26,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce and embed a culture to raise the profile of attendance and ensure a combined responsibility for all stakeholders.</p>	<p><a href="#">DFE: Improving school attendance - support for schools and local authorities</a></p> <p><a href="#">EEF: Attendance interventions rapid evidence assessment</a></p>	1
<p>Quality first teaching for all pupils.</p> <p>CPD is ongoing for teachers and LSAs to ensure every adult is supported to keep improving.</p> <p>Ensure the profile of pupils eligible for PP is high amongst staff.</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track</p>	<p>High standard of teaching benefits all student including Pupil Premium. EEF highlight the most valued resource is that of the teacher, teaching high quality lessons.</p> <p><a href="#">EEF: Using your pupil premium funding effectively</a></p> <p><a href="#">EEF-high-quality-teaching EEF Improving literacy in KS2</a></p> <p><a href="https://www.gov.uk/government/publications/the-readingframework-teaching-thefoundations-of-literacy">https://www.gov.uk/government/publications/the-readingframework-teaching-thefoundations-of-literacy</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf</a></p>	2

<p>progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p><a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p>	
<p>Ensure Pupil Premium students received high quality feedback using whole school marking policy.</p>	<p><a href="#">EEF- Feedback</a></p>	<p>2</p>
<p>Deliver whole staff training regularly and at various points throughout the academic year to ensure a consistent practice in school and across the Trust. CPD to take place at all levels. This will have a focus on metacognition.</p>	<p><a href="#">EEF-Effective-Professional-Development-Guidance- Report.</a></p> <p>Memory – recommendation 4 <a href="#">EEF Improving memory report</a></p> <p>Using models to support understanding</p> <p><a href="#">Using models to support understanding</a></p>	<p>2,3</p>
<p>Continue to embed and sustain quality of Social and Emotional Learning.</p> <p>SEL is taught through our 6Rs ethos, RHE curriculum and teaching of character skills.</p> <p>Children feel well supported with their emotional development.</p> <p>Emotion coaching CPD linked to our new behaviour policy and a consistent approach across the school.</p> <p>Ensure representation on pupil leadership.</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):</p> <p><a href="http://educationendowmentfoundation.org.uk/education">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Emotion coaching based on the research of John and Julie Gottman 1990's</p>	<p>3</p>

<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence/summaries/teachinglearningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence/summaries/teachinglearningtoolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-readingframeworkteaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-readingframeworkteaching-the-foundations-of-literacy</a></p>	<p>2</p>
<p>Technology support for disadvantaged children – Chromebook to be given to all disadvantaged children to support learning at home.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guid-ance-reports/digital/EEF_Digital_Technology_Guid-ance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/ef-guid-ance-reports/digital/EEF_Digital_Technology_Guid-ance_Report.pdf?v=1635355216</a> – Using Digital Technology to Improve Learning EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf</a></p>	<p>2</p>
<p>Children feel well supported with their emotional development. Trauma Informed Practice CPD linked to our new behaviour policy and a consistent approach across the school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Trauma Informed Practice Tier 2a&amp;b through Banardos</p>	<p>1,3</p>



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

Budgeted cost: £8,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Include the use of SONAR following data snapshots to ensure staff can monitor progress of PP students.</p>	<p><a href="https://junipereducation.org/sonar-tracker/">https://junipereducation.org/sonar-tracker/</a></p>	<p>2</p>
<p>Speech and language for those pupils with a greater need. The school have employed a private speech and language therapist to work with small groups and on a 1-1. Activities from these sessions are then delivered across the</p>	<p><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></p> <p>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester.</p> <p>Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</p> <p>School-employed SALT/specific S&amp;L training for whole staff: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p>	<p>1, 2</p>

<p>Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/small-group-tuition/</a></p> <p><a href="https://www.helenarkell.org.uk/documents/files/What_works_for_children_and_young_people_with_literacy_difficulties5th-edition.pdf">https://www.helenarkell.org.uk/documents/files/What_works_for_children_and_young_people_with_literacy_difficulties5th-edition.pdf</a></p>	
<p>Provision of Chrome books to all PP children who require one. This will compliment their classroom learning. Ensure all learners have the skills they need to use it effectively.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/digital/EEF_Digital_Technology_Guidance_Re-port.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/digital/EEF_Digital_Technology_Guidance_Re-port.pdf?v=1635355216</a> – Using Digital Technology to Improve Learning EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf</a></p>	2
<p>Nessy reading and spelling programme to continue.</p>	<p>Nessy (2021) Research evidence [online]. Available from: <a href="https://www.nessy.com/uk/research-testimonials/research-evidence">https://www.nessy.com/uk/research-testimonials/research-evidence</a>.</p> <p>Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: <a href="https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf">https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</a></p> <p>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: <a href="https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/">https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/</a></p> <p>Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool &amp; Primary Education</i>.</p>	2,3

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

Budgeted cost: £29, 957

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest Schools</p> <p>Having a forest school practitioner will help support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.</p>	<p>Evidence shows that outdoor learning has a positive impact on all children including disadvantaged. Our professional judgement and experience reinforces this research.</p> <p>Successful ‘forest school’ intervention: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. <i>Education 3–13</i> 44(1):19–31.</p> <p>Slade, M., Lowery, C. and Bland, K.E.N., 2013. Evaluating the impact of Forest Schools: a collaboration between a university and a primary school. <i>Support for Learning</i>, 28(2), pp.66-72.</p> <p>O'Brien, L., 2009. Learning outdoors: the Forest School approach. <i>Education 3–13</i>, 37(1), pp.45-60.</p> <p>Tiplady, L.S. and Menter, H., 2021. Forest School for wellbeing: an environment in which young people can ‘take what they need’. <i>Journal of Adventure Education and Outdoor Learning</i>, 21(2), pp.99-114.</p>	<p>1, 3</p>

<p>Relate counsellor</p> <p>1-1 support for wellbeing</p>	<p>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</p>	<p>1, 3</p>
<p>WELL team.</p> <p>Early intervention through the school to support emotional wellbeing.</p>	<p>This must be addressed in all aspects of School life and should not be disconnected from classroom learning. It should be intrinsic in every aspect of school life. We need to intentionally teach and support social skills, emotional well-being resilience confidence and self-esteem. 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): <a href="http://www.eef.org.uk/education-research-and-evidence/practical-guidance/article/Social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</p>	<p>1, 3</p>
<p>Character award</p>	<p>All staff realise the importance of social and emotional education. 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):</p> <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18.</p>	<p>1, 3</p>

(Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)

Offering enriched curriculum: Dann, R

(2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education

3-13 44(1):19-31.

<p>Other support e.g clubs, uniform, school trips, breakfast clubs and after school clubs</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from musical activities outside of school due to the associated financial costs (e.g. instruments, cost of tuition). By providing musical activities free of charge, Highcliffe gives pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18.</p> <p>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.</p> <p>Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> <p>Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3- 13 44</p>	<p>1, 4</p>
<p>Office phones families at 9am if pupil not in school and offers support.</p> <p>DSL's will pick up child from home if required.</p> <p>Assistant Head works closely with attendance officer, pupils below 96%</p>	<p><a href="#">Improving school attendance: support for schools and local authorities</a></p> <p><a href="#">Attendance interventions rapid evidence assessment</a></p> <p>Square Pegs: Inclusivity, compassion and fitting in – guide for schools</p>	<p>1</p>

are identified and protocols followed.		
Funds set aside for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £64,796**

## 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 so far.

#### Outcomes

1. To improve the quality of teaching:

The focus was on:

- The embedding of self-regulation strategies with pupils including metacognition, reflection on learning and retrieval of prior knowledge;
- Building Quality First Teaching and disadvantaged pupils' access to the curriculum through improved oral communication and vocabulary;
- Early reading and phonics and continued reading throughout the school.

The impact of high quality teaching was evident in our assessments, observations, children's work and parental voice. This was particularly evident in reading where, in KS2 outcomes, the gap narrowed in line with our objectives. The impact was evident across the foundation subjects of the curriculum also where the vast majority of PP children are accessing the curriculum at an appropriate level and making strong progress.

2. To provide targeted support for pupils with their speech, language development and reading.

Targeted support was deployed through a range of in-school interventions and externally sourced interventions. Pupils engaged with the Nessy programme to support their spelling and reading across KS2. A Speech and Language Therapist delivered sessions and support for the pupils with highest need in this area and trained LSA's delivered follow-up work with these pupils. Parent volunteers have been trained in targeted reading support with pupils and a timetable in specific year groups has enabled these volunteers to have children, including vulnerable pupils, to read regularly with an adult in school.

3. To improve the mental and emotional health of pupils.

The emotional wellbeing of pupils was supported across the year through our dedicated Wellbeing team, made up of a children's mindfulness and yoga expert and a forest school practitioner. Pupils also engaged in the Lionheart Character award in Year 4 and had access to a wide range of clubs and experiences. Pupils in Year 6 were offered significant support with attending the residential trip for 5 days, with 60% of eligible PP pupils attending. The pupils who were most in need of emotional and wellbeing support were referred to the Relate counsellor who undertook intensive 1:1 support for 6 session blocks. 2 pupils in receipt of PP attended these sessions.



4. To ensure that the attendance gap between PP and Non PP children is narrowed.

Senior leaders in school have worked closely with parents and the Education Welfare Officer to ensure that there is a robust system in place for attendance. At the end of the autumn term 2023 the attendance for the Non PP 96.63% compared to PP pupils was 91.75%. Both of these figures are higher than national averages but the gap has not narrowed at the rate targeted. 2 disadvantaged pupils in KS2 pupils are SA and have attendance below 40%. For one of these, overall attendance was at 9.5% at the end of September but now stands at 29% due to school intervention.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*