

# 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	Highworth Combined School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023 & 2024
Statement authorised by	Clare Pankhania
Pupil premium lead	Caroline Day
Governor / Trustee lead	Ebony Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,525
Recovery premium funding allocation this academic year	£14,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,985

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every pupil, irrespective of their background, starting points or challenges will achieve the very best outcomes in progress and attainment. Each child will have their wellbeing supported and their lives enhanced by an enrichment of experiences and opportunities beyond the classroom. There will be a culture of belonging where every child feels like an important part of our school community. This will be developed through positive routines and relationships. If required, further support for children with social and emotional, behaviour and additional learning needs will be provided by our staff.

A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, pupils and their families. Our core values of Curiosity, Achievement, Relationships and Resilience shape our strategy and approaches.

High quality teaching and learning is also at the heart of this approach with a focus on the needs of our disadvantaged cohort. The attainment and progress of our disadvantaged pupils will be sustained and improved alongside their non-disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps for all to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations have shown us that some of our disadvantaged pupils join us with low prior attainment.
2	We recognise that the emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged pupils have a range of metacognitive strategies to use when they are dealing with social situations.
3	Attendance is a complex challenge which often requires an individual approach and therefore more investment of time and staffing, on top of a clear system of monitoring and a graduated approach, is needed.
4	We recognise that some of our more disadvantaged families may feel less connected to the wider school community. We want to reinvigorate a greater sense of belonging and inclusion for every child, with no child or family feeling marginalised due to the challenges that they face.

5	Our observations and discussions with families and pupils shows us that some of our pupils need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.
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## 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
To narrow the gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• No gap identified between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths</li> <li>• For progress scores for disadvantaged pupils to be at least 0 and above</li> </ul>
For Mathematics Mastery to be embedded across the school	<ul style="list-style-type: none"> <li>• Mathematics Mastery to be taught in all year groups</li> <li>• Teacher's subject knowledge improved through training by lead Maths teacher</li> </ul>
To narrow the gap between the attendance of disadvantaged pupils and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• No gap identified in attendance figures between disadvantaged pupils and non-disadvantaged pupils</li> <li>• 5 weekly attendance reviews between CD and KB – traffic light letter sent and procedure followed for attendance concerns</li> <li>• Parent Contract Meetings have occurred with families where attendance remains a concern.</li> <li>• Attendance has improved (above 95%) post PCMs and referral to County team if no improvement.</li> </ul>
Children to feel supported emotionally	<ul style="list-style-type: none"> <li>• Boxall Profile data from Nurture Group pupils shows an increase in well-being and positive behaviour</li> <li>• An increase in positive responses from the pupil survey at the end of the year</li> </ul>

<p>To financially support children attending extra-curricular clubs, school trips, music lessons and residential trips</p>	<ul style="list-style-type: none"><li>• All PP children invited to attend clubs, trips and music lessons.</li><li>• Letter sent out, with the PP application form, at the start of the year promoting free or discounted lessons, clubs and trips to all families</li><li>• Increase in number of PP children attending clubs, music lessons and trips.</li></ul>
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## 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: £48,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have high quality Phonics lessons across the school through the use of a Lead Phonics teacher and well-trained teaching staff.	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; phonics</li> <li>• DfE accredited phonics programmes</li> <li>• The Rose Report</li> <li>• DFE reading framework.</li> </ul>	1
To continue to embed an evidence-based Mathematics programme, Mathematics Mastery, across the school through the use of a Lead Maths teacher and well-trained staff.	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; teacher subject knowledge</li> <li>• EEF T&amp;L toolkit; mastery teaching</li> </ul>	1

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

Budgeted cost: £38,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Accelerated Reader across all year groups to increase reading for pleasure	• EEF T&L toolkit; Improving Literacy in KS1 and KS2	1
Use PiXL to closely monitor progress, identify gaps and deliver small group interventions	• EEF T&L toolkit	1

Targeted SALT interventions, based on rigorous SALT assessments	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; Oral language interventions</li> <li>• I Can speech charity</li> </ul>	1 and 5
To use Clicker as a sentence construction intervention and to support children in class	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; Teaching assistant interventions</li> </ul>	1
To use Numbershark to develop children's fluency and Wordshark to improve children's reading and spelling.	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; Teaching assistant interventions</li> </ul>	1

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

Budgeted cost: £74,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and support families where needed	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit; parent engagement</li> <li>• EEF T&amp;L toolkit; parent engagement</li> </ul>	3 and 4
To provide children with wider opportunities within the school day and after school	<ul style="list-style-type: none"> <li>• The importance of music - DfE</li> <li>• EEF T&amp;L toolkit; Arts participation</li> </ul>	5
To support pupils with social, emotional and behavioural needs through the use of skilled Learning Mentors and the Nurture Group	<ul style="list-style-type: none"> <li>• Nurture UK</li> <li>• EEF Guidance Report; Improving Social and Emotional Learning in Primary Schools</li> <li>• EEF Guidance Report; Improving behaviour in schools</li> <li>• PHE, link between wellbeing and attainment</li> </ul>	2
To ensure that provision for PP pupils is coordinated	<ul style="list-style-type: none"> <li>• EEF; Using your Pupil Premium funding effectively</li> </ul>	1, 2, 3, 4, 5

and evaluated for impact.		
To improve the mental health of pupils identified as having high levels of anxiety through the temporary employment of a trained school counsellor.	<ul style="list-style-type: none"> <li>• EEF Guidance Report; Improving Social and Emotional Learning in Primary Schools</li> <li>• PHE, link between wellbeing and attainment</li> </ul>	2

**Total budgeted cost: £ 160,273**

## 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 2022 to 2023 academic year.

<b><u>2022-2023 Outcomes</u></b>				
<b>Teaching</b>				
Provisional Progress scores 2022-2023	All pupils	Disadvantaged NB 12 pupils	Non-disadvantaged	National progress of disadvantaged 2021-2022
Reading	3.6	5.64	3.11	-0.83
Writing	4	4.57	3.81	-0.76
Maths	4.9	4.88	4.97	-1.5
<b>Action</b>			<b>Impact</b>	
To have high quality Phonics lessons across the school through the use of a Lead Phonics teacher and well-trained teaching staff.			50% of PP pupils met the expected standard in the PSC in Year 1. 14% of PP pupils who did not meet the expected standard have EHCPs and 43% of PP pupils who did not meet the expected standard are SEN Support. There were 2 PP pupils who retook the PSC in Year 2. 1 of the pupils passed the retake and the pupil who did not had a significant increase in score.	
To continue to embed an evidence-based Mathematics programme, Mathematics Mastery, across the school through the use of a Lead Maths teacher and well-trained staff.			Mathematics Mastery is embedded across the school. Our Mathematics Mastery Lead teacher is highly effective at disseminating information to staff and observations of her teaching for staff are in place. See above progress score for reading.	

## Targeted Academic Support

Action	Impact
To continue to embed Accelerated Reader across all year groups to increase reading for pleasure	Accelerated Reader is embedded in all year groups from Year 3 upwards. See above progress score for reading.
Use PiXL to closely monitor progress, identify gaps and deliver small group interventions	PiXL was successfully used to monitor progress, identify gaps and deliver small group interventions. PiXL is used during each Attainment Review Meetings to track children's progress. See progress data within each action point for a further breakdown of progress.
Targeted SALT interventions, based on rigorous SALT assessments	Our external SALT therapist came into school fortnightly to complete assessments to support EHCP applications. She also met with pupils who have a SALT difficulty and set targets for LSAs to work on with the pupils.
To use Clicker as a sentence construction intervention and to support children in class	Clicker has been used for interventions but also as an in-class tool for children with specific difficulties. See above progress score for reading.
To use Numbershark and Wordshark as an intervention to 'fill the gap'.	Numbershark and Wordshark continued to be used across Y2-Y6. It is evident when looking at the outcomes on provision maps that this intervention was effective. See above progress score for reading..

## Wider Strategies

Action	Impact
To improve attendance and support families where needed	<p>Parenting Contract Meetings were very impactful last year. Attendance was improved in 100% of cases. Attendance continues to be a focus and will be monitored on a 5 weekly basis and followed up where necessary. Attendance will also be on our SDP this year.</p> <p>32% of our persistent absentee pupils are PP and 68% are non-PP.</p>
To provide children with wider opportunities within the school day and after school	After school sports clubs were provided free of charge to parents. Qualified sports coaches successfully taught lessons to all classes in the last academic year.
To support pupils with social, emotional and behavioural needs through the use of skilled Learning Mentors and the Nurture Group	Boxall Profiles at the end of the academic year showed good progress for our Y1 nurture group and those children no longer need as intensive nurture support now they are in Y2. We continue to use our PP funding to enable us to have two nurture practitioners in school.
To ensure that provision for PP pupils is coordinated and evaluated for impact.	Termly data checks during ARM meetings were carried out and the Inclusion Deputy Headteacher continued coordination of PP funding and provision. Our PP governor meets termly with the Inclusion Deputy Headteacher to discuss progress made and this is shared at the FGB.

## 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*

<b>Programme</b>	<b>Provider</b>
Jigsaw PSHE	Jigsaw
Number Shark	Number Shark
Word Shark	Word Shark
Clicker 8	Click Software
Ark Curriculum+	Ark Curriculum+