

Pupil premium strategy statement

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	Highworth Combined School
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Clare Pankhania
Pupil premium lead	Caroline Day
Governor / Trustee lead	Emma Starling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,945
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£126,415

Part A: Pupil premium strategy plan

Statement of intent

Highworth Combined School is committed to raising the attainment of all children. The Pupil Premium funding allows us to continue and extend what we already do – to monitor children’s progress and to give additional support as required in order to ensure each child achieves his or her potential. At Highworth, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils. Our key objective in using the Pupil Premium Funding is to narrow the gap between vulnerable groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations as they move through the school. The Pupil Premium Strategy is reviewed termly by the Headteacher, Deputy Headteacher (Inclusion) and Pupil Premium governor.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment
2	Social and emotional skills can be less developed
3	Lower attendance
4	Lack of parental engagement
5	Narrower life experiences

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">No gap identified between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths

	<ul style="list-style-type: none"> • To have progress measures as 0 or above from KS1 – KS2
For Mathematics Mastery to be embedded across the school	<ul style="list-style-type: none"> • Mathematics Mastery to be taught in all year groups • Teacher's subject knowledge improved through training by lead Maths teachers
To narrow the gap between the attendance of disadvantaged pupils and non-disadvantaged pupils	<ul style="list-style-type: none"> • No gap identified in attendance figures between disadvantaged pupils and non-disadvantaged pupils • 5 weekly attendance reviews between CD and KB – traffic light letter sent and procedure followed for attendance concerns • Parent Contract Meetings have occurred with families where attendance remains a concern. • Attendance has improved (above 95%) post PCMs and referral to County team if no improvement.
Children to feel supported emotionally	<ul style="list-style-type: none"> • Boxall Profile data from Nurture Group pupils shows an increase in well-being and positive behaviour • An increase in positive responses from the pupil survey at the end of the year
To financially support children attending extra-curricular clubs, school trips, music lessons and residential trips	<ul style="list-style-type: none"> • All PP children invited to attend clubs, trips and music lessons. • 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 • Increase in number of PP children attending clubs, music lessons and trips.

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: £ 52,065

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"> • EEF T&L toolkit; phonics • DfE accredited phonics programmes • The Rose Report • DFE reading framework. 	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"> • EEF T&L toolkit; teacher subject knowledge • EEF T&L toolkit; mastery teaching 	1

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

Budgeted cost: £ 9,624

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"> • EEF T&L toolkit; Oral language interventions • I Can speech charity 	1 and 5
To purchase Clicker as a sentence construction intervention and to support children in class	<ul style="list-style-type: none"> • EEF T&L toolkit; Teaching assistant interventions 	1
To purchase Numbershark and Wordshark as an intervention to 'fill the gap'.	<ul style="list-style-type: none"> • EEF T&L toolkit; Teaching assistant interventions 	1

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

Budgeted cost: £ 64,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop the role of Parent Support Worker to support families with attendance and acute need	<ul style="list-style-type: none"> • EEF T&L toolkit; parent engagement 	3 and 4
To provide children with wider opportunities within the school day and after school	<ul style="list-style-type: none"> • The importance of music - DfE • EEF T&L toolkit; Arts participation 	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"> • Nurture UK • EEF Guidance Report; Improving Social and Emotional Learning in Primary Schools • EEF Guidance Report; Improving behaviour in schools • PHE, link between wellbeing and attainment 	2
To ensure that provision for PP pupils is coordinated	<ul style="list-style-type: none"> • EEF; Using your Pupil Premium funding effectively 	1, 2, 3, 4, 5

and evaluated for impact.		
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Total budgeted cost: £ 126,596

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

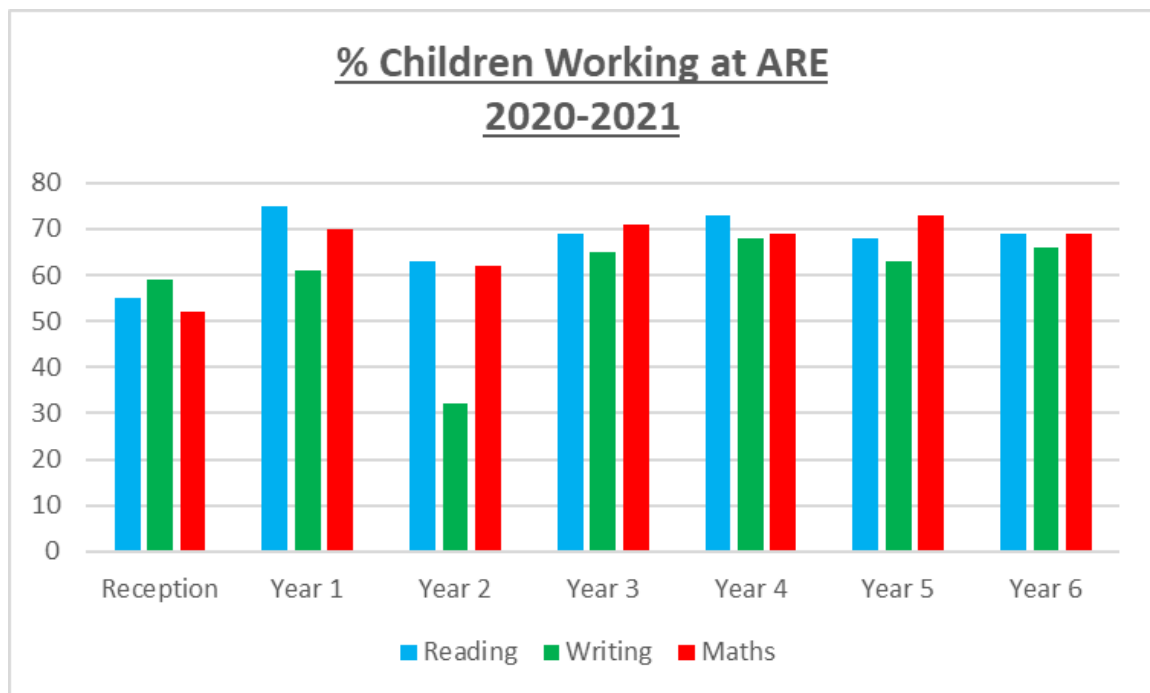
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<u>Highworth Combined School</u>				
<u>Attainment Data</u>				
<u>2020-2021</u>				
2020-2021		Working Towards	ARE	Greater Depth
	GLD	No longer reporting but – 20% received GLD		
Reception	Rdg	45	55	5
	Wrg	41	59	5
	Maths	48	52	0
Year 1	Rdg	25	75	7
	Wrg	39	61	4
	Maths	30	70	13
Year 2	Rdg	37	63	7
	Wrg	68	32	4
	Maths	38	62	13
Year 3	Rdg	31	69	13
	Wrg	35	65	7

	Maths	29	71	15
Year 4	Rdg	27	73	14
	Wrg	32	68	12
	Maths	31	69	14
Year 5	Rdg	32	68	25
	Wrg	47	63	3
	Maths	27	73	34
Year 6	Rdg	31	69	25
	Wrg	34	66	12
	Maths	31	69	39

Y2 Phonics in November 2020 (didn't take in Y1 due to Pandemic): **88%** (50/57)

Y1 Phonics in July 2021 (not officially reported, but conducted internally): **86%** (49/57)



Highworth Combined School

Progress Data

2020-2021

Intake to R 2020 - 2021		Working Towards	ARE	Greater Depth
Reception	GLD	No longer reporting but – 20% received GLD		
	Rdg	45	55	5
	Wrg	41	59	5
	Maths	48	52	0
Year 1 2022	Rdg			
	Wrg			
	Maths			
Year 2 2023	Rdg			
	Wrg			
	Maths			
Year 3 2024	Rdg			
	Wrg			
	Maths			
Year 4 2025	Rdg			
	Wrg			
	Maths			
Year 5 2026	Rdg			
	Wrg			
	Maths			
Year 6 2027	Rdg			
	Wrg			
	Maths			

Intake to R 2019 - 2020		Working Towards	ARE	Greater Depth
Reception GLD		No data: Pandemic		
Year 1 2021	Rdg	25	75	7
	Wrg	39	61	4
	Maths	30	70	13
Year 2 2022	Rdg			
	Wrg			
	Maths			
Year 3 2023	Rdg			
	Wrg			
	Maths			
Year 4 2024	Rdg			
	Wrg			
	Maths			
Year 5 2025	Rdg			
	Wrg			
	Maths			
Year 6 2026	Rdg			
	Wrg			
	Maths			

Intake to R 2018 - 2019		Working Towards	ARE	Greater Depth
Reception GLD		61		
Year 1 2020	Rdg	No Data: Pandemic		
	Wrg			
	Maths			
Year 2 2021	Rdg	37	63	7
	Wrg	68	32	4
	Maths	38	62	13
Year 3 2022	Rdg			
	Wrg			
	Maths			
Year 4 2023	Rdg			
	Wrg			
	Maths			
Year 5 2024	Rdg			
	Wrg			
	Maths			
Year 6 2025	Rdg			
	Wrg			
	Maths			

Intake to R 2017 - 2018		Working Towards	ARE	Greater Depth
Reception GLD		67		
Year 1 2019	Rdg	31	69	10
	Wrg	38	62	10
	Maths	28	72	17
Year 2 2020	Rdg	No data: Pandemic		
	Wrg			
	Maths			
Year 3 2021	Rdg	31	69	13
	Wrg	35	65	7
	Maths	29	71	15
Year 4 2022	Rdg			
	Wrg			
	Maths			
Year 5 2023	Rdg			
	Wrg			
	Maths			
Year 6 2024	Rdg			
	Wrg			
	Maths			

Intake to R 2016 - 2017		Working Towards	ARE	Greater Depth
Reception GLD		60		
Year 1 2018	Rdg	37	63	
	Wrg	53	47	
	Maths	33	66	
Year 2 2019	Rdg	33	66	19
	Wrg	47	53	15
	Maths	38	62	14
Year 3 2020	Rdg	No data: Pandemic		
	Wrg			
	Maths			
Year 4 2021	Rdg	27	73	14
	Wrg	32	68	12
	Maths	31	69	14
Year 5 2022	Rdg			
	Wrg			
	Maths			
Year 6 2023	Rdg			
	Wrg			
	Maths			

Intake to R 2015 - 2016		Working Towards	ARE	Greater Depth
Reception GLD		46		
Year 2017	Rdg			
	Wrg			
	Maths			
Year 2 2018	Rdg	38	62	17
	Wrg	53	47	10
	Maths	35	65	18
Year 3 2019	Rdg	35	65	17
	Wrg	37	63	16
	Maths	27	73	17
Year 4 2020	Rdg	No Data: Pandemic		
	Wrg			
	Maths			
Year 5 2021	Rdg	32	68	25
	Wrg	47	63	3
	Maths	27	73	34
Year 6 2022	Rdg			
	Wrg			
	Maths			

Intake to R 2014-2015		Working Towards	ARE	Greater Depth
Reception GLD		36		
Year 1 2016	Rdg			
	Wrg			
	Maths			
Year 2 2017	Rdg	52	48	16
	Wrg	59	41	9
	Maths	48	52	7
Year 3 2018	Rdg	33	66	
	Wrg	39	61	
	Maths	36	63	
Year 4 2019	Rdg	29	71	12
	Wrg	41	59	10
	Maths	37	63	12
Year 5 2020	Rdg	No data: pandemic		
	Wrg			
	Maths			
Year 6 2021	Rdg	31	69	25
	Wrg	34	66	12
	Maths	31	69	39

2020-2021 Outcomes

i. Quality First Teaching

Action	Impact
Focus on PP pupils through Quality First Teaching	Evidence from ARMs and performance management demonstrated that there is a strong focus on ALL pupils.
For PP children to close the gap between PP and non-PP children in Maths in Reception, Y1, Y2.	Mathematics Mastery has been embedded in Reception, Y1 and Y2. Lockdown presented challenges in tracking progress, however on return to school in the Autumn term, baseline assessments were put in place and progress is to be closely monitored and supported rigorously.
For PP children to close the gap between PP and non-PP children in Phonics in Reception and KS1	There were no significant gaps between PP and non-PP children in Phonics at the end of KS1. See Phonics results in table above.
For children to know how to further their own learning	Evidence from Feedback Books showed that teachers are giving children high quality feedback and children are acting on this feedback.
High quality support from Teaching Assistants	Regular CPD sent out during pandemic for Teaching Assistants. Further training will be provided this year for new interventions which we are bringing in.
To monitor pupil progress using PiXL to ensure that pupil's gaps in learning are identified	Termly ARMs showed that teachers are using PiXL assessments to find the gap and close the gap.

ii.Targeted support

Action	Impact
<p>To support pupils with social/emotional/behavioural needs, particularly following the lockdown and closure of school</p>	<p>Behaviour incidents decreased (see Behaviour Watch).</p> <p>Lockdown did see a significant increase in emotional difficulties for children and parents. We have now employed a qualified counsellor to work one day a week with children who we feel need the most support. Our pastoral team have been able to identify and intervene with any emotional challenges quickly and effectively.</p> <p>We have trained another member of staff as a Mental Health First Aider.</p>
<p>To support vulnerable families by thinking 'outside the box' in our current climate</p>	<p>A new parent support worker was appointed and has supported a number of new families.</p> <p>Overwhelmingly positive parent survey feedback.</p>
<p>To ensure that pupil's barriers do not prevent them from attending and engaging with school.</p>	<p>A ringfenced fund to support pupils was used throughout the year to support families.</p>

iii. Other Approaches	
Action	Impact
To enable children to enjoy learning by attending trips	N/A due to the pandemic.
To provide children with wider sport opportunities within the school day and after school	After school clubs did not take place due to the pandemic. Qualified sports coaches successfully taught lessons to all classes in the last academic year.
To ensure that provision for PP pupils is coordinated and evaluated for impact	Termly data checks during ARM meetings and Inclusion Deputy Headteacher continued coordination of PP funding and provision.

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
Jigsaw PSHE	Jigsaw
Number Shark	Number Shark
Word Shark	Word Shark
Clicker 8	Click Software
Ark Curriculum+	Ark Curriculum+