

## 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	16%
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
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	£111,106
Recovery premium funding allocation this academic year	N/A
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	£111,106

# 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"><li>No gap identified between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths</li></ul>

	<ul style="list-style-type: none"> <li>• To have progress measures as 0 or above from KS1 – KS2</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 teachers</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>
To financially support children attending extra-curricular clubs, school trips, music lessons and residential trips	<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>

## 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: £ 40,076

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: £19,440

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: £51,796

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> </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 and evaluated for impact.	<ul style="list-style-type: none"> <li>• EEF; Using your Pupil Premium funding effectively</li> </ul>	1, 2, 3, 4, 5

**Total budgeted cost: £ 111,312**

## 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 2021 to 2022 academic year.

<b><u>2021-2022 Outcomes</u></b>	
<b>Teaching</b>	
<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.	82 of PP children met the Phonics Screening Check in Y1 compared to the national 'other' figure of 80%
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 has been embedded in all year groups. Our provisional Maths Progress Score for PP children is: 2.38

<b>Targeted academic support</b>	
<b>Action</b>	<b>Impact</b>
To continue to embed Accelerated Reader across all year groups to increase reading for pleasure	Accelerated Reader is embedded across the appropriate year groups. Our provisional reading Progress Score for PP children is 1.18
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.
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	We started using Clicker last year and will continue to use it this year. Our provisional writing Progress Score for PP children is 1.28
To use Numbershark and Wordshark as an intervention to 'fill the gap'.	Numbershark and Wordshark was introduced last year across Y2-Y6. It is evident when looking at the outcomes on provision maps that this intervention was effective. Our provisional writing Progress Score for PP children is 1.28

## Wider strategies

<b>Action</b>	<b>Impact</b>
To improve attendance and support families where needed	Parenting Contract Meetings were very impactful last year. Attendance was improved in 100% of cases. Attendance continues to be monitored on a 5 weekly basis and followed up where necessary.
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	A counsellor was employed last year using the recovery funding. 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.
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.

## 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+