

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	High Street Primary Academy
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	47.4%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stephanie Blake
Pupil premium lead	Charlotte Parry
Governor / Trustee lead	Nick Buckland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,483
Recovery premium funding allocation this academic year	£7,903
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£83,386

Part A: Pupil premium strategy plan

Statement of intent

High Street Primary Academy is dedicated to providing the best education for all, and aspires to set pupils up to for the brightest futures. As part of Reach South, our moto, “Aspiration beyond expectation” lies at the heart of everything we do. Beyond the overarching moto, we at High Street also have five key values we aspire to instil into every pupil and which underpin everything: respect, responsibility, courage, curiosity and creativity. High Street Academy is a place where everybody matters and every moment counts.

This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because it leads to collective teacher efficacy. Collective Teacher Efficacy is strongly correlated with student achievement (John Hattie, Visible Learning).

When making decisions about using Pupil Premium funding it is important to consider the context of the academy and the subsequent challenges faced. This alongside research conducted by the EEF support the strategic spending of the Pupil Premium funding. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader for Disadvantaged.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Provide funding for Disadvantaged to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the academy’s assessment recording system has a reporting mechanism for Disadvantage.
- Furthermore, we will use the following guiding principles as part of our work in supporting Disadvantaged children:
 - All staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
 - We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
 - At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for

enriching academic and extra- curricular opportunities that challenge and inspire them.

- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with Visible Learning approaches and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide a member of staff to signpost parents or carers to these opportunities.
- We offer opportunities for independent practice: we explicitly teach students learning habits underpinned by Rosenshine's principals. These are embedded in lessons and leaders monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak Language and Communication skills</p> <p>Most children are working at a Blanks levels 1 or 2 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to reception. This creates a 'learning gap' at a young age which High Street Academy challenge with robust early intervention.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly in Creativity: children know more, so are more confident about coming up with their own ideas.</p> <p>Most children are assessed to be working at Blanks Level 1 or 2 and some show deficits in all language areas that are screened for on entry to Reception. This negatively impacts on the children being able to display confident and independent choices in all areas of the EYFS.</p>

3	Achievement in Reading and Writing Achievement in Reading and Writing, across the school, is lower for disadvantaged pupils than others. Whilst there are signs of improvement of progress of disadvantaged pupils across the school, however at the end of KS2, their attainment remains below their non-disadvantaged peers across Reading and Writing.
4	Progress and Attainment in Mathematics The progress and attainment of disadvantaged pupils is lower than their non-disadvantaged peers.
5	Times Tables Recall Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 3 and 4 cohort.
6	Social, Emotion and Mental Wellbeing Evidence shows that there are a wide range of Social, Emotional and Mental Health needs across the school, with a significant proportion of these being amongst disadvantaged families.
7	Social and Cultural Capital The accumulation of skills and experiences are required within the school needs to improve social and cultural capital and life aspirations of all pupils, particularly those from disadvantaged backgrounds.
8	Attendance and Punctuality issues Attendance and punctuality are currently a challenge for disadvantaged pupils as they are currently below their non-disadvantaged peers.

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
Improved language and communication skills for pupils eligible for Pupil Premium.	The percentage of disadvantaged pupils that require intensive Speech and Language intervention based on Language Link assessments will fall in line with non-disadvantaged. Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified and any language gaps identified in the screening will be closed. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Children know more so are confident about coming up with their own ideas.	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.

	<p>The amount of pupils who are GLD by the end of Reception will be at least in line non-PP pupils nationally.</p> <p>During observations, pupils will be observed to be taking advantage of well-planned creative opportunities. By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.</p>
Achievement in Reading and Writing will improve	<p>Progress of disadvantaged groups will continue to be in line or above non disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils achieving age related expectation will increase from last year (50%) to at least 68%.</p>
Progress and attainment in Maths will improve	<p>Progress of disadvantaged groups will continue to be in line 6 or above non disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils achieving age related expectation will increase in Maths, aligning with non-disadvantaged pupils.</p>
Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.	<p>When tested at the end of Year 4, Disadvantaged pupils will know their tables to 12x12 fluently, in-line with other pupils.</p>
There will be a reduction in the type of incident where a child may have difficulties in managing their emotions or behaviour.	<p>All disadvantaged pupils and their families are effectively supported at the point of need.</p> <ul style="list-style-type: none"> • Disadvantaged pupils feel safe, happy and secure during all parts of the school day. • All Disadvantaged pupils in EYFS know more, so are confident about coming up with their own ideas. • Disadvantaged pupils approach learning with confidence and take risks in their learning, communicating their learning needs
Better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	<p>There will be an increased access for disadvantaged pupils for the accumulation of skills and experiences to improve social capital and life aspirations.</p> <p>Pupil conferencing on life aspirations will take place. An 'Aspirations Week' will take place.</p> <p>KS2 secondary destination choices to be well informed.</p> <p>There will be reports on whether these children attend university or further education in the future</p>
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	<p>Reduce the number of absentee letters sent out by at least 20%.</p> <p>Overall PP attendance continues to be above 95% and reaches 98.5%.</p> <p>Reduce the number of PP pupils late to school.</p> <p>Dedicated Inclusion, Attendance and Welfare Officer</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

Budgeted cost: £39,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality First Teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium'	1-8
Implementing a teaching sequence based on Roshenshine's principals to effective learning across the academy, across the curriculum. This will also be complimented by a programme of robust CPD, where PDMs are built around barriers to high Quality First Teaching to improve standards across the curriculum.	Many different evidence sources recognise The Principals of Instruction by Barack Roshenshine to be an effective way of explicitly teaching children more so they remember more. For example, Tom Sherrington: Roshenshine's Principals in Action. Roshenshine's Principals in Action : Tom Sherrington: Amazon.co.uk: Books	2,3,4,5
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and	2

wide vocabulary and communicating effectively.	sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.	
Additional adults in year 6 ensuring teaching is enhanced, particularly in writing.	The 'Making Best Use of Teaching Assistants' document produced by EEF shows that when directed strategically Teaching Assistants can have a positive impact on pupils' progress. In particular, in additional Year 6 Teaching Assistants will be deployed to: Support pupils develop independent learning skills and manage their own learning Deliver high quality one-to-one and small group using structured interventions Support pupils all disadvantaged from all ability groups.	3,4

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

Budgeted cost: £20,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase revision materials and additional equipment to ensure all Disadvantaged pupils can regularly access high quality resources to consolidate learning in the classroom. E.g. Maths Boot Camp, My Maths, Time Tables Rocks Stars	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long term memory whilst playing this game.	3,4,5
Implement interventions which supports developing the	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice. Children will need to retrieve the number facts	5

fluency and reasoning skills in Mathematics	from their long-term memory. Purposeful practice is also cited as a specific strategy – one which will be planned, delivered and assessed by highly skilled Maths team. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	
Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Last year 20/21 pupils were identified on entry into reception as requiring support from a speech and language therapist. At the end of the year, 68% of all pupils met GLD.	1
Reading comprehension strategies (Reading Masters, Read Write Inc and DEAR)	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3
Academic Mentor and Tuition	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: £27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Multi Agency Support Team (MAST)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and	6,8

	EHATS, therapy services and family support for boundaries and appropriate chastisement.	
SENCo	The level of pupils with SEN is significantly above average at High Street Primary Academy. However the number of pupils identified to require more support than is available through special educational needs support does not reflect the needs of the pupils. A high proportion of pupils with SEN are also eligible for pupil premium funding. Two of the key priorities for the SENCo will be to establish and manage SEN throughout the Academy using the Graduated Approach and to focus on the early identification of SEN in pupils at the Academy. Both aims are stated in the Code of Practice (2015) and strategies to achieve them are taken from NASEN.	1,2,3,5,6,8
Extra-curricular activities and curriculum enrichment	We aim for all pupils to feel safe and secure during all parts of the school day at High Street Primary Academy which will in turn improve the social, emotional and mental Health for our pupils. Running a nurture group at lunchtime by highly skilled staff, supervised by a play therapist will be part of the strategy to support pupils at High Street Primary Academy. One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. Visits and visitors can provide opportunities for generating questions, further research and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. This avoids standalone visits or missed opportunities for learning. Pupils at High Street Primary Academy need access to experiences to enable them to accumulate these key life skills.	6,7,8
Breakfast Club, early morning support	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance.	8
Inclusion, Attendance and Welfare Officer	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with	

	<p>Parents to Support Children’s Learning Guidance Report’ from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
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Total budgeted cost: £86,367

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.

The main focus of pupil premium spending in the 2021-22 academic year was providing specialist support, training to staff and focused intervention to children across the academy in regards to improving their communication skills. A speech and language therapist (SALT) was employed to be on site weekly. 100% of the pupils identified for targeted support in EYFS (83% of the cohort) achieved their targets. The SALT supported pupils across the academy and was instrumental in securing next steps or the correct level of support for families of pupils with complex Special Education Needs.

Another main focus of last year's strategy was linked to improving the outcomes for our EYFS pupils who demonstrate low attainment on entry. There was a particular focus on understanding, listening and attainment. The overall GLD for High Street Academy shows that although there was a marginal decrease (of around -4%) from last year, there was still a significant increase (approx.. +18%) from 2018-19, which forms our 3 year trend. The amount of Disadvantaged pupils who achieved the specific KPI was in-line with the amount of other pupils.

The number of in-class behaviour incidents significantly fell as the academic year progressed. However, there was still a disparity between the number of Fixed Term Exclusions issued to Disadvantage pupils but we are pleased to say the gap narrowed. There was a whole-school focus on reading at home. The number of Disadvantaged pupils reading at home, fell in line with the number of other pupils reading at home. A new reading at home phone app has been invested in to maintain this positive picture. There was an increase in the number of Disadvantaged pupils who knew their basic number facts entering Y2 last year. Despite a robust revision programme there was still a gap between the number of Disadvantage pupils who achieved TTC and other pupils. This is an ongoing area of focus for 2022-2023 strategy.

One of the main foci of 2021-2022 strategy was on focused intervention in core subjects and additional reading support for pupils. End of EYFS, phonics screening and end of KS1 data showed a positive picture for Disadvantaged pupils. The pupils in Y6 in the 2021 – 2022 were an exceptional cohort, with a high percentage of pupils with EHCs (30%). Reading was a relative strength at the end of KS2 however Maths did not show the attainment or value added that was expected. The Headteacher has taken on the role of Curriculum Lead and Maths Lead as part of the 2022-2023 strategy. Closing the gap and increasing attainment at the end of KS2 across all subjects, but with a particular focus in Maths will be the main focus in the 2022-2023 strategy.

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
Read, Write, Inc	Read Write Inc
PHSE Association	PHSE Association

