

High Meadow Community School 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	High Meadow Community School
Number of pupils in school	179 (YR – Y5) 30 (on-site Nursery – school run provision)
Proportion (%) of pupil premium eligible pupils	23 = 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Debby Hughes
Pupil premium lead	Mrs Debby Hughes
Governor / Trustee lead	Mr Chris Leach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 935
Recovery premium funding allocation this academic year	£2,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,00
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	£39,040

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged pupils at High Meadow Community School

- All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.
- All pupils experience a broad, balanced curriculum which engages them and motivates them to learn.
- All staff have high expectations of all pupils and pupils have high aspirations for their own future.
- All children have the access to high quality first teaching.
- Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.
- Attainment and progress of disadvantaged pupils at High meadow Community School is at least in line with their peers with similar starting points.
- Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.
- All disadvantaged pupils will meet national expectations for attendance and persistent absence.

We will achieve these through the strategic 4 step approach outlined in the EEF Guide to the Pupil Premium (Autumn 2021)...



How our current pupil premium strategy supports achieving these objectives

School leaders at High Meadow Community School recognise that high quality teaching is the best lever to improve outcomes for pupils. Leaders are committed to ensuring that all disadvantaged pupils, including those who are most able and SEND, receive teaching which is at least good in every lesson.

To achieve this we prioritise curriculum planning, ensuring that key knowledge and skills are sequenced and built upon towards defined end points; this includes delays and gaps as a result of the pandemic. Leaders have identified that because of the global pandemic, some of our disadvantaged pupils have 'fallen behind' their peers with similar starting points. In order to close the gap, our strategy ensures that these pupils receive frequent intervention and daily support. Key interventions and approaches are evidence based; they are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Our key principles

- Every pupil has the right to learn, thrive and be safe
- High quality teaching and learning is the greatest driver for improving outcomes
- Strategies are relevant and evidence based
- Learning is a collaborative responsibility and requires prioritisation between the pupil, the school, the family and the wider community.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment levels and slower rates of progress are made by our disadvantaged children. This is especially evident in writing where stamina has reduced and handwriting standards have dipped.
2	Our data suggests that our disadvantaged children have greater difficulties with phonics. This has resulted in lower than expected spelling standards and reading levels.
3	Some children in receipt of PP funding show weaknesses in learning behaviours and self-regulation. These children lack self-belief, determination, resilience and readiness to learn. Teachers referrals for support for children with social and emotional needs has increased as a result of the pandemic.
4	On average, our disadvantaged children experience more speech and language difficulties. Their poor language skills limit their range of vocabulary. Some of these children have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc)
5	Attendance and persistent absenteeism is higher amongst our disadvantaged children.

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
<ul style="list-style-type: none"> Improved stamina in writing Improved standard in handwriting Narrowing of gap in the progress and attainment of PP and non-PP children 	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in writing and handwriting. Support staff and class teachers support learning effectively using

	<p>AFL strategies to identify and address learning gaps and misconceptions.</p> <ul style="list-style-type: none"> • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.
<ul style="list-style-type: none"> • Improved phonics attainment for disadvantaged in YR and KS1 • Improved rates of progress for disadvantaged children across the reading book bands • Improved spelling test scores • A love of 'reading for pleasure' across all of our disadvantaged children 	<ul style="list-style-type: none"> • A new Government approved Phonics scheme will be purchased (Little Wandle Letters and Sounds) alongside more de-codable phonics books. These will be used across YR, Y1 and Y2 • Staff in early years will have higher expectations in reading for ALL children resulting in quicker rates of progress • Spelling Shed will be purchased and used across all KS2 classes • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Strategies including a gift of a story book for EVERY child for their birthday and Christmas and when they start at High Meadow will continue. • Cuddle Boxes for children to share a bedtime story with parents will be re-launched post-covid restrictions. • All children will change their own reading books as soon as they have read the whole book at home/school • All children will choose a book from the school library every week • All children will experience visits from authors and poets every year
<ul style="list-style-type: none"> • All disadvantaged children will receive support to help them self-regulate and strategies to help develop their barriers to learning 	<ul style="list-style-type: none"> • All staff at High Meadow will continue to receive training and support in the Trauma Informed approach to relationships and behaviour. • Recommendations in the EEF 'Improving Social and Emotional Learning in Primary Schools' will continue to provide the basis on which effective strategies to implement

	<ul style="list-style-type: none"> • The HMCS curriculum will provide pupils with an exciting, rich curriculum. • Teachers and support staff will plan a wide range of visits, experiences and 'Memorable Moments' to inspire and enhance learning. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • A range of lunch-time activities will be available including access to TT Rockstars will be offered to ALL children so that they can use the internet and devices that are available in school. • Children who continue to experience challenges with self-regulation will receive 1:1 support at key times of the day. Parents will be offered further support through EH and FIS
<ul style="list-style-type: none"> • The language deficit for children in receipt of PP funding will diminish 	<ul style="list-style-type: none"> • All pupils are exposed to challenging and relevant vocabulary throughout the curriculum (see Knowledge organisers) • Targeted pupils receive additional speech and language therapy and intervention. • Parents are supported in the development of their child's speech and language. • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (97+%). • Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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: £10.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD to further develop Quality First Teaching (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	All
Philosophy for children (P4C) taught by qualified academics across KS2	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	All
Engagement in CPD regarding pupil and staff mental health and wellbeing (cost of cover and resources) CPD for Mental health champion	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending	All
Support for our ECT through mentoring, CPD and release time		All
Increasing number of days of the SENDCo to allow development of wider responsibilities such as EH and PP		All
Subject Leadership Time to allow subject leaders to further deepen their subject knowledge and understanding		All
Development of the use of cognitive strategies	Evidence from the Education Endowment Foundation – Teaching and Learning toolkit: Metacognition and Self-regulation = +7 months	All

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support by an experienced TA for children requiring 1:1 self-regulation intervention – Full-time from Sept 2021	Evidence from the Education Endowment Foundation – Teaching and Learning toolkit: Metacognition and Self-regulation = +7 months	3
Additional qualified teacher support for small groups catch up – Full-time for the whole of the autumn term	Evidence from the Education Endowment Foundation – Teaching and Learning toolkit: Small group tuition = +4 months	1, 2 and 4
Additional qualified teacher support for 1:1 catch up and daily readers – Full-time for the whole of the autumn term	Evidence from the Education Endowment Foundation – Teaching and Learning toolkit: One to one tuition = +5 months	1, 2 and 4
Lego therapy - weekly small group sessions led by an experienced TA	Evidence from the Education Endowment Foundation – Teaching and Learning toolkit: Metacognition and Self-regulation = +7 months	3

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

Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
FREE Confident Kids Well-being sessions for all KS2 children	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 months	3
FREE Yoga sessions for all YR and KS1 children	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:	3

	Behaviour interventions = + 4 Months Social and emotional learning = +4 months	
Availability of the SENDCo for the parents to meet and chat to regarding any concerns they have	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	3 and 5
The purchasing of school uniform and equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	4 and 5
Paying for trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	4 and 5
Purchasing of tablets to support learning at home for PP and vulnerable children	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	4 and 5

Total budgeted cost: £46,200

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.

Strategies used in the academic year 2020/2021	Impact
Time to Talk intervention groups used in reception class	<ul style="list-style-type: none"> Children's language improved and range of vocabulary increased
Purchase of more systematic phonics home reading books and purchase of Reading Eggs online reading books for when remote teaching was necessary	<ul style="list-style-type: none"> More home readers were accessed however the re-introduction of parents AND children accessing the home readers at the start of each day will further improve outcomes
1:1 daily reading support for all PP children	<ul style="list-style-type: none"> All PP children made expected (or more) progress in reading PP children working at ARE in reading at Dec 2021 Y1 – 2 out of 3 children Y2 – 3 out of 7 children Y3 - 2 out of 3 children Y4 – 3 out of 4 children Y5 – 2 out of 2 children This data reflects our acknowledgement that COVID has impacted more on our younger PP children in EYFS and KS1
FFT literacy interventions from Spring 2021 in Year 1 (now in Year 2)	<ul style="list-style-type: none"> All PP children in Y1 made expected progress from their starting points in reading and writing. PP children in Y2 working at ARE in writing at Dec 2021 Y2 – 3 out of 7 children (43%)
Weekly Forest school sessions for all children	<ul style="list-style-type: none"> These continued throughout the pandemic and ALL children benefitted from being outdoors, in nature and taking care of their natural environment.
A range of visitors to school and class trips (PP and CLA will have trips paid for)	<ul style="list-style-type: none"> Some class trips were undertaken but due to continued COVID restrictions these were limited. ALL children visited the theatre in December 2021 to see a Christmas production.

Children's book fair (PP and CLA will be given money to spend at the book fair)	<ul style="list-style-type: none"> • A virtual book fair was undertaken and all PP children purchased books
Continued whole school 'Trauma Informed' training	<ul style="list-style-type: none"> • Continued Trauma Informed CPD was undertaken throughout the year, albeit virtually. The impact of this is that all staff continue to acknowledge and respond to ALL children through a 'trauma informed' lens
Continued whole school 'Legacy PE' training	<ul style="list-style-type: none"> • Continued Legacy PE CPD was undertaken throughout the year, albeit virtually. The impact of this is that ALL children continue to benefit from regular exercise, fitness and setting PB targets. This has helped also improve children's mental health and resilience during another challenging year.
Continued whole school Maths Mastery training (third year)	<ul style="list-style-type: none"> • All PP children made expected (or more) progress in maths • PP children working at ARE in maths at Dec 2021 Y1 – 1 out of 3 children Y2 – 3 out of 7 children Y3 - 2 out of 3 children Y4 – 3 out of 4 children Y5 – 2 out of 2 children This data reflects our acknowledgement that COVID has impacted more on our younger PP children in EYFS and KS1
Philosophy for Children launched in KS2	<ul style="list-style-type: none"> • Children's questioning and analytical thinking has developed • Children's ability to 'look deeper' and question 'statements' has matured • Children's vocabulary has grown
Counselling/play therapy offered to support children with emotional/self-regulation challenges	<ul style="list-style-type: none"> • Those who have received this intervention have developed more emotional resilience as well as increasing their emotional literacy vocabulary too. Their behaviour and self-regulation have also seen huge improvements
Confident kids to be offered to all children free of charge in KS2	<ul style="list-style-type: none"> • Children are now empowered with more strategies to help manage their anxieties and worries and who they can reach out to for support too.

Yoga to be offered to all children free of charge in KS1 and YR	<ul style="list-style-type: none"> Children are now empowered with more physical strategies to help manage their anxieties and worries using activities such as breathing, visualising and exercise.
Uniform to be paid for for CLA and PP children	<ul style="list-style-type: none"> PP children's self-esteem is secure as they have the same quality of uniform and equipment as their peers.
Morning club to be offered FOC to CLA and PP children	<ul style="list-style-type: none"> Provides opportunities for PP children to mix with their wider group of peers to develop social skills and widen friendship circles. This also allows for parents of PP children to access work opportunities.
After school activities to be offered FOC to CLA and PP children	<ul style="list-style-type: none"> Provides opportunities for PP children to mix with their wider group of peers to develop social skills and widen friendship circles. This also allows for parents of PP children to access work opportunities.
Early help to be offered to all families of CLA or PP children	<ul style="list-style-type: none"> Families feel supported through the network of professional agencies offered through the EH process
Regular, targeted interventions for all CLA or PP children to ensure they attain at least ARE	<ul style="list-style-type: none"> See data above for reading, writing and maths

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
Confident Kids	Laura Dumbleton-Jones
Kids Yoga	Emma Fletcher
Philosophy for Children (P4C)	https://www.philosophy-foundation.org/primary-schools