

# Pupil premium strategy statement 2021/22

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 Bank J I & N                     |
| Number of pupils in school  | 123 + 11 (N)                          |
| Proportion (%) of pupil premium eligible pupils                         | 59.3%                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22, 2022/23 and 2023/24          |
| Date this statement was published                                       | November 2021                         |
| Date on which it will be reviewed                                       | November 2022                         |
| Statement authorised by   | Kathryn Chubb<br>Headteacher          |
| Pupil premium lead  | Kathryn Chubb<br>Headteacher          |
| Governor / Trustee lead   | Samantha Naylor<br>Chair of Governors |

## Funding overview

| Detail  | Amount                                     |
|---|--|
| Pupil premium funding allocation this academic year   | £99,754.17 Projected<br>£100,970.83 Actual |
| Recovery premium funding allocation this academic year  | £10,875.00                                 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00                                      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £111,845.83<br><br>Updated May 2022        |

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for High Bank disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, 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 ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will consider the allocation of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that class sizes remain small, therefore improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Transition from primary to secondary and transition internally and into EYFS
- Support the funding of specialist learning software
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the High Bank values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Weak language and communication issues                             |
| 2                | Low attainment on entry to EYFS in all areas                       |
| 3                | Narrowing the attainment gap across reading, writing and Maths     |
| 4                | Challenging, unsettled home life and poor living conditions        |
| 5                | Increase in the number of children with social and emotional needs |

## 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  |
|--|---|
| Pupils will receive Quality First Teaching and targeted support to achieve at least average progress in reading, writing and Maths   | At least average progress for pupils will be achieved by the end of KS2 for Reading, Writing and Maths.   |
| Families will engage with school and as a result will have a positive view of school, improved skill-base (with particular focus on supporting reading and writing) and more settled home environment. | <p>Parents/carers view of school will be positive and engagement/attendance at family events will be well attended.</p> <p>Parent skills and confidence in supporting their children's learning will be improved.</p> <p>Safeguarding incidents and the number of families requiring higher level of support will reduce.</p>   |
| Children will be resilient, confident learners with high aspirations, who are kind to themselves and others.   | <p>Lesson observations, learning walks and book scrutinies will evidence resilience and confidence in learning.</p> <p>Behaviours logs will show a reduction in unkind behaviour throughout school.</p> <p>Attendance at Breakfast Club will be high and as a result, children will have a calm start to their day.</p> <p>Vulnerable children will have a key worker and additional support as required.</p> |
| Children will have a range of learning experiences which will impact positively on their confidence, communication and language skills, aspiration, self-esteem and resilience.                        | <p>Trips and experiences will be subsidised by school and all children will take part.</p> <p>Communication and language (including vocabulary) will be improved.</p> <p>Lesson observations, learning walks and book scrutinies will evidence resilience and confidence in learning.</p>   |
| Attendance and punctuality   | Attendance and punctuality of disadvantaged pupils above 96%  |

## 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: £ 52114

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Employ a teacher to enable small class sizes:</i>     | EEF Small classes of below 20 have positive impact of around 3 months.  | 1,2,3                         |
| Pupil Premium Coordinator /<br>Pupil Premium Champion    | Positive impact of focussed assessment and evaluation by leadership team  | 1,3                           |
| Jane Considine whole school approach to Writing/Spelling | The impact of COVID has had a huge impact on the quality of writing in school. The latest assessment data shows gaps in basic skills such as letter formation, basic grammar and punctuation, sentence structure, vocabulary and stamina. We have decided on a whole school approach to writing to ensure consistency through the school and accelerate progress, | 1,3                           |

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

Budgeted cost: £ 59221

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Evidence-based Intervention for RWM<br>e.g. BRSP/IDL | EEF found that intervention in EY has a positive impact, particularly for children from low income families.<br><br>EEF Small group tuition impact of +4 months | 1,3                           |

|  |   |     |
|--|---|-----|
| Targeted, accurately pitched phonics groups and additional support using Rapid Phonics | EEF phonics intervention can have an impact of 4 months   | 1,3 |
| Speech and Language links/referrals and targeted intervention/support including        | Children will be referred in EY or as soon after starting school as possible. They will make good progress as a result of targeted support and programmes.  | 1,2 |
| NTS assessments/Shine interventions  | The impact of COVID has meant that for some children there are gaps in many subjects. The shine interventions identify those gaps following a test and also provide simple interventions to complete with these children.<br><br>Identifying gaps and teaching to those gaps will improve children's knowledge. | 1,3 |

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

Budgeted cost: £ 84980

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to fund a School Wellbeing Lead (Full time) | <p>Vulnerable families will have a trusting relationship with the school. Early intervention will prevent crisis.</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> </ul> | 1,2,3,4,5                     |

|  |   |              |
|--|---|--------------|
| <p>Links with APSO</p> <p>Parent workshops including:</p> <p>Craft Club, Communication and Language for Parents, Play, Reception and Nursery Library, Coffee Mornings, Schools Fayres, Friends of High Bank, Maths and Phonics evenings, PANTS workshops</p> <p>Community Hub link</p> | <ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>Attendance will be above national average and above 96% for disadvantaged children. A clear policy will be put in place with appropriate support strategies for persistent absentees</p> <p>Links with professionals: incl. School Nurse, Social Care, Health Visitors, Family Support, Early Help Intervention Team, Sure Start, Playgroup, will provide support and intervention for vulnerable families in the community. Incidents of higher level safeguarding will reduce.</p> <p>EEF Parental engagement can impact by up to 3 months</p> |              |
| <p>Pupil Premium Coordinator/Pupil Premium Champion</p>  | <p>Positive impact of focussed assessment and evaluation by leadership team</p>   | <p>1,3</p>   |
| <p>Continue to fund a Learning Mentor</p>  | <p>EEF Social and Emotional learning +4 months</p>  | <p>3,4,5</p> |

|   |  |              |
|---|--|--------------|
| <p><b>New Learning Mentor – appointed F-Time + £6407 (Jan-Aug)</b></p>  | <p>Learning mentor will provide pre-emptive and responsive support to children who require it. As a result their progress will be at least in line with expectations</p>   |              |
| <p>Breakfast club provides a calm, structured start to the day as well as a healthy breakfast</p>   | <p>Children perform better if they are not hungry and have their basic needs met (Maslow)</p>  | <p>1,3</p>   |
| <p>Mindfulness</p>  | <p>Growth Mindset/Hub work:<br/><br/>Staff inset, Locala training disseminated to staff.</p>   | <p>4,5</p>   |
| <p>Escayp Counselling<br/><br/>/<br/><br/><b>Provision</b><br/><br/><b>14 x £80</b></p>   | <p>Children who have experienced trauma or loss will receive targeted support and will be able to manage their emotional response and continue to make good academic progress</p>  | <p>3,5</p>   |
| <p>Experiences such as Kids@Uni, Lawrence Batley Theatre Group, Living Eggs, Town Hall visit and sports events – also to include performance/competition<br/><br/>Patron of Reading</p> | <p>EEF Participation in extra-curricular programmes, including those involving the Arts and Sports has a positive impact of 2 months. Participation stops feelings of isolation and improves confidence and relationships.<br/><br/>The School’s Patron of Reading will develop the children’s love of books, stories and language and will provide a link to other schools aiming to achieve the same</p> | <p>1,3,5</p> |

**Total budgeted cost: £ 196315 updated May 22**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

| Phonics | Year 1 (predicted) | Year 1 (Actual) | Year 2 (retest) |
|---------|--------------------|-----------------|-----------------|
| 2021    | 78%                | 85%             | 60%             |

#### KS2 Teacher Assessments

| Group    | Reading | Writing | Maths | Combined |
|----------|---------|---------|-------|----------|
| All      | 76%     | 62%     | 71%   | 57%      |
| Girls    | 89%     | 67%     | 56%   | 56%      |
| Boys     | 67%     | 58%     | 83%   | 58%      |
| SEND     | 60%     | 20%     | 40%   | 20%      |
| NON SEND | 91%     | 91%     | 100%  | 91%      |
| FSM      | 60%     | 40%     | 60%   | 40%      |
| NON FSM  | 91%     | 82%     | 82%   | 82%      |

Following a challenging year due to the pandemic, school lockdowns and online learning we have found it particularly difficult. We secured a number of laptops with internet to support families with home learning. All staff were trained in the use of Teams as we moved from class based lessons and interventions to a mixture of both Class and Virtual.

The phonics interventions worked extremely well via Teams in small groups which has shown on the assessment above which resulted in above predicted levels.

All pupils, families were supported through the pandemic with online support, face to face, tutorials. Resources were purchased for home learning and individual packs were provided to all pupils. Library and reading books were made available for pupils learning from home as well as the purchase of Oxford Owl online reading library.

We checked in with families, supporting their well-being, helped with behaviour during home learning. We provided food parcels and breakfast supplies weekly to families struggling with increased costs of pupils being at home during the day.

We used a bank of 3 mobile telephones to contact parents to monitor safeguarding concerns and support

We managed to secure a residential visit for our Year 6 in the Summer. All pupils in the class attended including a pupil with an EHCP whose 1-1 also attended. We highly subsidise the cost of visits to allow inclusion for all.

## 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       |
|---|----------------|
| Jane Considine – Literacy               | Jane Considine |
| NTS assessments and Shine interventions | Rising Stars   |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |