

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 Street Primary Academy
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	57.98%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephanie Blake
Pupil premium lead	Charlotte Parry
Governor / Trustee lead	Michael Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£102,810

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. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention.</p> <p>Most children are assessed to be working at Blanks Level 1 or 2 and some within the 22-36 month age band on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and Listens attentively in a range of situations (ELG).</p>

3	<p>More frequent behaviour difficulties. Disadvantaged pupils are more likely to still be on a Red Behaviour Card at the end of the day which has an effect on their academic progress and that of their peers. Last year 27% of disadvantaged pupils received at least 1 behaviour letter home compared to 18% of non-PP pupils.</p>
4	<p>Disadvantaged pupils do not maintain positive attitudes to Reading and develop pleasure in reading is having a detrimental effect on academic progress in Reading. Through analysis of Early Years reading data in September 2021, only 13% are read to at home.</p>
5	<p>Basic number facts 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. At the end of Year 1, last year, 3/7 pupils who were eligible for Pupil Premium could confidently count to and across 100, forwards and backwards from any number.</p>
6	<p>Progress for pupils working at the expected standard in Writing at the end of Key Stage 2 EXS pupils for Writing, who are eligible for Pupil Premium are not always making the same amount of progress as other EXS pupils for Writing consistently at the end of Key Stage 2.</p>
7	<p>Parental engagement and support from home Last academic year, 39% of disadvantaged pupils' parents did not attend parent/carer evenings or 47% of disadvantaged pupils' parents/carers did not chose to discuss their end of year report with the class teacher. In Early Years, 40% of disadvantaged pupils did not regularly bring in their reading contact diary.</p>
8	<p>Attendance and Punctuality issues Last year there was a difference between persistent absentees who were eligible for Pupil Premium and other persistent absentees.</p>
9	<p>Complex family situations Pupils eligible for Pupils Premium at High Street Academy have on average experiences more Adverse Childhood Experiences (ACEs).</p>

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.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least. Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified. 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.</p>

<p>Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).</p>	<p>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. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.</p>
<p>Behavioural issues addressed.</p>	<p>Fewer Red Behaviour Cards recorded for pupils eligible for Pupil Premium than in 2020-2021 (<28% of disadvantaged pupils). All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.</p>
<p>Pupil eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in Reading especially for poetry.</p>	<p>100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential. All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love or interest for reading. 100% of parents of disadvantaged pupils will read with their children at home 3 times a week and engage with a book everyday. All disadvantaged pupils will make expected progress in reading and will achieve in line or above ARE, unless there is a SEN need causing a barrier to reaching ARE.</p>
<p>Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.</p>	<p>When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently. At the end of Year 1, all disadvantaged pupils will have achieved the KPI: confidently count to and across 100, forwards and backwards for any given number.</p>
<p>High rates of progress across KS1 and KS2 for expected standard pupils eligible for Pupil Premium.</p>	<p>Disadvantaged pupils identified as expected standard in KS1 or met GLD in EYFS will make as much progress as other pupils being identified as EXS/met GLD. This will be measured by Teacher Assessment in Year 1,3,4, and 5 and moderated by SLT and the Trust. Evidence of longer pieces of independent writing will be evident in pupils' books and pupils identified for pupil conferencing and pre/post teaching sessions. One disadvantaged pupils will achieve the expected standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.</p>

<p>Increased parental engagement and support from home.</p>	<p>Increase the number of parents/carers of pupils eligible for pupil Premium attending parent/carer progress meetings. All disadvantaged pupils will read at home 3 times a week, and engage with a book everyday.</p>
<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP (<7% pupils). Overall PP attendance continues to be above 95% and reaches 98.5%. Reduce the number of PP pupils late to school (<16 pupils).</p>
<p>Families identified as having complex family situations are supported through a multi-agency approach.</p>	<p>Parent voice will be captured and pupil progress will not be effected by adverse childhood experiences. PP pupils will complex family situations will be supported as part of an EHAT and will meet at least ARE by the end of the academic year.</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: £61,369

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'	1,3-6
Visible Learning training undertaken by senior leaders, visible learning coaches and all class teachers.	All staff to attend and complete Visible Learning training. This will be evident through developing Collective teacher Efficacy (CTE) which is the belief of teachers in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement.	1, 3-6
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	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 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.	1,2
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.	6

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

Budgeted cost: £19,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	<p>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</p> <p>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.</p>	1-4
Reading comprehension strategies (Reading Masters, Read Write Inc and DEAR)	<p>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</p> <p>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.</p>	4
Academic Mentor and Tuition	<p>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</p>	4-6
Times Table Rock Stars	<p>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.</p>	5
Plymouth Oracy Project	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. This project is underpinned by evidence and findings from Oracy Cambridge and Voice 21.</p>	1,2

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

Budgeted cost: £21,774

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 EHATS, therapy services and family support for boundaries and appropriate chastisement.	8,9
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, 6. 9
Extra-curricular activities and curriculum enrichment	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. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr. At High Street Primary Academy we aim to build cultural capital, therefore pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils need access to experiences to enable them to accumulate these skills.	9
Education welfare service	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 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.	8

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
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.	5, 8

Total budgeted cost: £102,810

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.

Please find the evaluated Pupil Premium Strategy for the 2020/2021 academic year [here](#). This evaluation will share the impact of each of the interventions and the use of Pupil Premium Funding last year.

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
N/A	