

# High View Primary Learning Centre – Pupil premium Strategy Statement Reviewed 2022

Head	Theresa Smith	Chair of Governor	William Ward	Business Manager	Deb Barker
Teacher Deputy Head	Nicola Simpson				
Pupil premium Lead	Catherine Gallagher				
<b>Information Summary:</b>					
Number of pupils on roll:	458 (410 based on census)				
Number of eligible pupils	151 (115 based on census)	Date of most recent review	September 2021		
Total pupil premium budget	189,540 (173,960) allocated funding	Date of next review	September 2022		
<b>Funding Overview</b>					
<b>Detail</b>			<b>Amount</b>		
Pupil premium funding allocation this academic year			154,675		
Recovery premium funding allocation this academic year			(19,285) Academic Mentor and Training.		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)			17,000		
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			£171,675		
Agreed and signed: Chair of governors: _____ Date: _____			Agreed and signed: Head Teacher: _____ Date: _____		

<b>KS2 Attainment 2022</b>		
<b>Key Stage 2</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP 2022</b>
% achieving EXPECTED + in Reading writing and maths	20%	51%
% achieving EXPECTED + in Reading	55%	82%
% achieving EXPECTED + writing	25%	51%
% achieving EXPECTED + in maths	55%	72%
% achieving at Greater depth in Reading	10%	28%
% achieving at Greater depth in writing	0	0
% achieving at Greater depth in maths	5%	18%
<b>Key Stage 1</b>		
% achieving EXPECTED + in Reading writing and maths	23%	62%
% achieving EXPECTED + in Reading	54%	83%
% achieving EXPECTED + writing	23	66%
% achieving EXPECTED + in maths	46%	75%
% achieving at Greater depth in Reading	8%	21%
% achieving at Greater depth in writing	0	6%
% achieving at Greater depth in maths	0	6%
<b>EYFS Attainment 2022</b>		
% achieving EXPECTED GLD	35%	78%
% achieving EXPECTED in reading	65%	90%
% achieving EXPECTED in writing	45%	88%
% achieving EXPECTED in maths number	60%	88%
% achieving EXPECTED in Numerical patterns	50%	80%
<b>Attendance for 2022</b>		
<b>Persistent absence % for PP pupils.</b>	40.2	39.66

### **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. This alongside research conducted by the EEF. 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.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
  - In 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 reserve the right to allocate 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.

### **Demography and School Context**

High View Primary Learning Centre is a, larger than the average-sized primary school (465 pupils including FS1). We are two formed. The school is a National Support School. It is a converter academy, converting in 2015, sponsoring a school in special measures working within Every Child Matters Multi-Academy Trust. The current leadership worked within the school when it opened in 2005. The school serves an

area of significant deprivation with 35% (with nursery) of pupils being disadvantaged and currently entitled to FSM (national 20.8%) and 36.5% are Pupil Premium. In some classes this percentage is as high as 58%. In addition 38.5% of the disadvantaged pupils have SEND.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To narrow the vocabulary gap between disadvantaged and none disadvantaged pupils
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

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

- Full time non-teaching deputy to support the delivery of phonics to ensure foundations of reading is embedded.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support for bottom 20% of pupils in KS1 and those still accessing RWInc.
- Full time non-teaching SENDCO to support appropriate interventions and support in class.
- Additional teaching and learning opportunities provided through trained SLEs 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
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support through Incredible Me programme for emotional development support.
- Art therapy for pupils in need of intensive specialist support?
- Contribute for residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.

- To extend PE provision by providing before/after school clubs, inter school competitions so that all pupils access sporting events and physical activity.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote High View values and thus enhance learning through sport leaders.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenge number	Detail of challenge
1	Pupils enter school with a limited range of vocabulary and lack of language knowledge to support the curriculum delivery.
2	Delivery of phonics needs to be robust and consistent to ensure that all pupils are readers by 7 through the delivery of RWINc.
3	There is a gap between pupil premium and non-pupil premium in writing at EXS and GDS.
4	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
5	Attendance of PP pupils is lower than non PP.

### **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Language is the driver for teaching the curriculum, key vocabulary is utilised in all subjects to narrow the gap of disadvantaged pupils through the specific teaching of content to ensure it is embedded into long term memory.	Language is evident in all environments, pupils are able to use the vocabulary confidently verbally and in their written work. Parents are aware of the key vocabulary they can use to support at home.
RWInc is embedded in EYFS and KS1. Pupils are at least in line with ARE at all stages.	Outcomes through phonics screening test is above national consistently with the aim of 100% passing (unless significant SEND needs).
Disadvantaged pupil's attainment in writing has narrowed between non disadvantaged.	Analysis of disadvantaged pupils in writing shows progress is rapid and the gap has narrowed in all years through the intervention and quality wave one teaching.
Staff, pupils and parents have support for mental health and well-being. Pilot scheme has met its outcomes and needs of stakeholders.	All stakeholders are aware of the support available for well-being and mental health. Staff illness will reduce based on stress/anxiety. Pupils are able to explain emotions and have solutions to support
Disadvantaged pupils attend school regularly and parents value the education the pupils need and the number falling into persistent absentees is reduced.	Percentage of pupils who are persistent absentees has reduced and is below national.

### 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:

<b>Action</b>	<b>Costings</b>
Teacher Training costs	£7000
Read Write Inc	£10000
TA interventions, 1:1, SALT, small group interventions 15% of TAs + 50% of PSA and Incredible Me time:	£111,750
Reading Leader Time	£6000
Class/library Quality Texts	£2000
<b>Budgeted cost:</b>	<b>£136,750</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Reviewed Impact</b>
All subject leaders support the quality wave one teaching for the whole curriculum to improve the language associated with the NC and learning is focused on knowing more and remembering more.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET as well as phase meetings and leadership time to support the planning, delivery, monitoring and evaluation of all subjects.	1, 2, 3, 4 and 5	All subjects have progression maps to support the quality provision in all subjects. Subject leaders have allocated time to support, monitor and evaluate their subjects. Clear progression has

<p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</p> <p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>Trips, visitors, links in the community to widen experiences and support of what the community has to offer to widen knowledge and understanding of their world and the wider world through the curriculum offer. Staff to have appropriate CPD to support to deliver the high quality learning of all subjects.</p> <p>Clear progression maps and assessment criteria through Eazmag ensures that the whole curriculum is taught with the same rigor and emphasis of core subjects. Pupils experience and knowledge is varied based on their life experiences and through the delivery learning experiences widen their opportunities.</p>		<p>supported the catch up plan based around gaps in knowledge.</p> <p>During the academic year, trips and visitors resumed and pupils were able to widen their experience. All pupils had access to at least one to support this.</p> <p>Progression in all subjects are clear, support the teaching for all teachers and year groups. Assessment is based on what the children know and can discuss. Summative has been used at the end of year and CPD for effective retrieval practice has been used throughout the year informally and will continue to be</p>
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			embedded next academic year.
<p>High quality and effective RWInc to be delivered to EYFS, Key Stage 1 pupils and intervention for KS2 pupils who still need the intensive programme.</p> <p>Reading Leader daily coaching, CPD weekly meetings and development days to support the delivery to ensure quality and consistent approach in all groups.</p> <p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to</p>	<p>EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Pupils enter school significantly below ARE with a specific gap in language and understanding. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Gap between disadvantaged and non-disadvantaged is wide. Reading the key to learning and school focus on reading as soon as pupils enter school to ensure by 7 every child is a reader.</p> <p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have access to the correct level of support to ensure the rigor. Assessment enables rapid progress movement and drive for all pupils to reach their potential.</p> <p>EEF: It is.. important to remember that progress in literacy requires motivation and</p>	2, 3 and 4	<p>RWInc has continued to be delivered effectively throughout FS and KS1. Outcomes in Year 1 were not in line with national and will continue to be a focus in school through the programme. The attainment continues to be assessed rigorously, coaching and 1:1 interventions are mapped out and monitored.</p> <p>Reading across school is a focus, all classes have reading areas, quality text for text drivers and</p>

<p>widen their literature to link to the writing.</p>	<p>engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p>		<p>a love of reading in the development. Next steps would be look at library and ensuring up to date/relevant books for whole school curriculum.</p>
<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged. Focus on sequence, feedback and writing pilot with a clear focus on the project.</p>	<p>EEF: Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes.</p> <p>The EPIC writing sequence is taught across school as this provides the seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> <p>Staff are to have effective CPD through the project school is a part of and will share practice and evidence.</p> <p>The gap between disadvantaged and non-disadvantaged is wide in some areas of school and pupils need to have the correct level of</p>	<p>1, 2, 3 and 5</p>	<p>CPD was delivered, support for planning, delivery, feedback and the quality of delivery was clear and evident. The outcomes by the end of KS2 are significantly below national and a key area for improvement in school to ensure the rapid progress.</p> <p>The gap between disadvantaged and none is significant across school with the overlap of being disadvantaged and having SEND is an</p>

All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.	support through diagnostic assessment and 1:1 intervention of support.  Due to staff mobility and change of year and the extensive need of the pupils, staff need to be confident in identifying support/intervention and have the knowledge of what intensive intervention will close and narrow their learning gap.		additional challenge to school.
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**Targeted Academic Support: (tutoring, one-to-one support structured interventions)**

<b>Action</b>	<b>Costings</b>
5 TAs complete 1:1 groups for just RWINc	£3739
SLT to support Y2 and Y6	£3090
SENDCO working with SEND who are PP	£4175
<b>Budgeted costs:</b>	<b>£11,004</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Reviewed Impact</b>
1:1 TAs to support RWINc bottom 20% across school.	EEF: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high	1, 2, and 3	CPD for one to one tuition has been on-going, clear intervention and provision map in place ensured quality delivery for the bottom 20%. Progress of pupils is evident across FS and KS1.

	<p>quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>TAs are part of development days, have individualised coaching session and training based on the pupils they teach. Intensive CPD and support provide TAs with appropriate skills to provide specific intervention.</p>																																																																																	
<p>Additional staff members in year 2 and year 6 to support the pupils reaching ARE milestones ready for transition to their next key phase.</p>	<p>Based on the need of pupils and school pledge to ensure disadvantaged pupils met ARE and are ready for their next transitional phase, additional staff are utilised to support small groups in class to narrow the gap, explicit learning based on assessments and effective intervention.</p>	<p>1, 2 and 3</p>	<p>Year 2 had additional support from the none teaching DHT. Focus on the RWIn. Outcomes in Y2 were:</p> <table border="1" data-bbox="1476 943 2036 1251"> <thead> <tr> <th rowspan="3">Disadvantaged/ Non-Disadvantaged Pupils</th> <th colspan="8">Summer</th> </tr> <tr> <th colspan="4">On Track for ARE &amp; Above</th> <th colspan="4">On Track to be Above ARE</th> </tr> <tr> <th colspan="2">Disadvantaged</th> <th colspan="2">Non-Disadvantaged</th> <th colspan="2">Disadvantaged</th> <th colspan="2">Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>(No of Pupils in Groups)</td> <td colspan="2">13</td> <td colspan="2">47</td> <td colspan="2">13</td> <td colspan="2">47</td> </tr> <tr> <td></td> <td>Number</td> <td>%</td> <td>Number</td> <td>%</td> <td>Number</td> <td>%</td> <td>Number</td> <td>%</td> </tr> <tr> <td>Reading</td> <td>7</td> <td>54%</td> <td>39</td> <td>83%</td> <td>1</td> <td>8%</td> <td>10</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>23%</td> <td>31</td> <td>66%</td> <td>0</td> <td>0%</td> <td>3</td> <td>6%</td> </tr> <tr> <td>Maths</td> <td>6</td> <td>46%</td> <td>35</td> <td>75%</td> <td>0</td> <td>0%</td> <td>3</td> <td>6%</td> </tr> <tr> <td>RWI</td> <td>3</td> <td>23%</td> <td>29</td> <td>62%</td> <td>0</td> <td>0%</td> <td>2</td> <td>4%</td> </tr> </tbody> </table>	Disadvantaged/ Non-Disadvantaged Pupils	Summer								On Track for ARE & Above				On Track to be Above ARE				Disadvantaged		Non-Disadvantaged		Disadvantaged		Non-Disadvantaged		(No of Pupils in Groups)	13		47		13		47			Number	%	Number	%	Number	%	Number	%	Reading	7	54%	39	83%	1	8%	10	21%	Writing	3	23%	31	66%	0	0%	3	6%	Maths	6	46%	35	75%	0	0%	3	6%	RWI	3	23%	29	62%	0	0%	2	4%
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<p>Non-Teaching SENDCO to support the</p>	<p>EEF: Schools should aim to understand individual pupil's learning</p>	<p>1, 2, 3, 4, and 5</p>	<p>Observations throughout the year took place, early intervention actioned to</p>																																																																															

interventions needed for the PP that are displaying SEND needs and further support.	needs using the graduated approach of the 'assess, plan, do, review' approach. SENDCO will allocate time to observe SEND pupils to address any additional support/resources needed to access their learning. Disadvantaged pupils are also a focal point as a means to highlight any additional needs and interventions in place.		support the teaching, interventions and external agencies referred to.
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**Wider Strategies: (e.g attendance, behaviour, well-being)**

<b>Action</b>	<b>Costings</b>
Art Therapist:	£17472
Magic Breakfast	£3318
Attendance	£3150
Residential:	£2000
PSA already included above	
Incredible me costings calculated above.	
<b>Budgeted Cost:</b>	£23,622

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Reviewed Impact</b>
Non-Teaching TA Mentor for delivery of 1:1 Incredible Me	As part of the well-being of our pupils and the high level of need based around	1 and 3	Pupils had the support from the Incredible Me

<p>and small groups for Incredible Me.</p> <p>Well-being actions from PHSCE and Curriculum lead to support pupils.</p>	<p>safeguarding, grief, family splits and increase of domestic violence, school have funded a full time TA to support the emotional regulation and well-being of pupils. This is completed through 1:1 and small group work.</p>		<p>Lead. Pupils had small group work or 1:1. The progress is evident in their assessments, their learning and emotional well-being.</p>
<p>Art therapists twice a week to support pupils with specialist needs.</p>	<p>High View has a vast number of pupils who have experienced trauma and need specialist intervention. The art therapists works closely with the families to offer guidance and support.</p>	<p>1, 4 and 5</p>	<p>This has continued for our pupils in need. 10 pupils had access to the intensive support along with supporting the parents.</p>
<p>Magic Breakfast (£1000) provides a free breakfast for all children to start their day.</p>	<p>Food deprivation is high at High View. Families have been supported through food banks, food vouchers and donations. Research shows hungry children do not perform as well.</p>	<p>4 and 5</p>	<p>Magic breakfast ensured that all pupils have access to breakfast. The bagels are now in class for access when pupils walk into school. This will continue. Pupil voice articulates that this supports their learning.</p>
<p>Attendance Officer, Parent Support Advisor and EWO to support the reintegration</p>	<p>EEF: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	<p>4 and 5</p>	<p>Attendance has continued to be an area of improvement despite the actions taken by</p>

into pre- covid expectations of attendance.	Attendance and Punctuality issues. Attendance figures historically have been higher than national especially for Pupil Premium pupils and we would like to narrow the gap and be below national.		school. Covid cases and multiple cases has impacted, as well as SEND pupils with medical issues. Pupil premium are the disadvantaged groups which school need to continue to focus on.
Residential Costs reductions to enable all pupils to attend the residential in year 6.	High percentage of our pupil's only time away from home during the year is school trips. It is essential for their own wellbeing that they experience different settings before writing about it. Year 6 residential is built around communication, problem solving, challenge and resilience.	1, 3, 4 and 5	School support our pupils through reducing the costs for the residential 15/20 eligible went on the residential.

**Total budgeted costs pp:**

<b>Recovery Funding:</b>	<b>£19,285</b>
SLT teaching support	6,275
Additional Teacher (summer 2)	£5750
Curriculum Lead support 10% each week	£2767
Maths Lead support 10% each week	£2861
Writing Lead support 10% each week	£2748
Academic Mentor	£1756
Total expenditure	<b>£22157</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed Impact
Additional staff members in year 2 and year 6 to support the pupils reaching ARE milestones ready for transition to their next key phase.	Based on the need of pupils and school pledge to ensure disadvantaged pupils met ARE and are ready for their next transitional phase, additional staff are utilised to support small groups in class to narrow the gap, explicit learning based on assessments and effective intervention.	1, 2 and 3	Year 2 had additional support from the none teaching DHT. Focus on the RWIn. See outcomes above.
Maths recovery, NCETM training, time out for CPD. KS1 teachers.	Focus on number to consolidate the basics, understanding, representation of the number system to become competent and confident in using and applying.	1, 2 and 3	Staff are now skilled through CPD each term and working continuously within the mastering number programme. Diagnostic assessments are showing the children are becoming stronger in number knowledge.
Additional capacity for summer 2 to ensure all pupils are prepared for their next phase in RWM.	Evidence suggests quality teaching in smaller classes support progress. Member of staff will support the delivery of the curriculum for those who may not have yet fully caught up reading for next year.	1, 2 and 3	Additional capacity went into Y2 to ensure a strong start in KS2.
Curriculum and maths and literacy leads to support the progress, learning and delivery to ensure rapid	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the English Hub, DELTA Teaching School Hub and	1, 2 and 3	All leaders attended networking meetings, attended and delivered CPD to support delivery.



<p>progress. Team teach, model lessons, pupil intervention and support. Deliver CPD to all staff to ensure quality, consistent approach.</p>	<p>Tykes CPD offer. All staff to lead effectively are released termly to support their subject delivery and outcomes and SLT weekly.</p>		<p>Teachers are confident with the delivery of subjects.</p>
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