

Pupil premium strategy statement – High View PLC



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	168 (37%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	September
Date on which it will be reviewed	January (Mid year) September (End)
Statement authorised by	William Ward Chair of Governors
Pupil premium lead	Rhian Darrington
Governor / Trustee lead	Angela Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,900
Recovery premium funding allocation this academic year	£19825
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£213725
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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. 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 (455 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 37% (with nursery) of pupils being disadvantaged and currently entitled to FSM (national 20.8%) and 37% are Pupil Premium. In some

classes this percentage is as high as 58%. In addition 33% of the disadvantaged pupils have SEND 48% of SEND are disadvantaged pupils.

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 the whole curriculum and 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.*

Challenges

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

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 the core subjects and especially 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.

Intended outcome	Success criteria
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	Language is evident in all environments, pupils are able to use the vocabulary confidently verbally and in their written work.

teaching of content to ensure it is embedded into long term memory.	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. Mental Health and well-being training has been completed and school has being a part of Brighter Future Project and both have 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 (for example, CPD, recruitment and retention)

Budgeted cost:

Action	Costings
Teacher Training costs	£7000
Read Write Inc	£10000
TA interventions, 1:1, SALT, small group interventions 15% of TAs + 50% of PSA and 90% of Incredible Me Mentor time, None teaching SENDCO based on 21/22 EHCPs are also PP, None teaching deputy 25% to support teaching of curriculum.	£145,699
Reading Leader Time	£9895
Class/library Quality Texts	£3675
Budgeted cost:	£176269

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. ML: 1 X 0.5 X 6 (X10) ML: 0.5 X 3 (X10) network meetings Trust.</p> <p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils. (how much do school support the trips/visitors?)</p> <p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>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.</p> <p>Staff to coach, mentor non-experts in subjects. EEF: EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>A. BUILD KNOWLEDGE B. MOTIVATE TEACHERS C. DEVELOP TEACHING TECHNIQUES D. EMBED PRACTICE</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, granular detailed planning and assessment criteria through Eazmag ensures that the whole curriculum is taught with the same rigor and emphasis of core subjects. Pupil's experience and knowledge is varied based on their life experiences and through the delivery learning experiences widen their opportunities.</p>	<p>1, 2, 3, 4 and 5</p>
<p>High quality and effective RWInc to be delivered to EYFS, Key Stage 1 pupils and intervention for</p>	<p>EEF: Literacy_KS1_Guidance_Report_2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 3 and 4</p>

<p>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 widen their literature to link to the writing. Begin to replenish the library with relevant and quality text.</p>	<p>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 is 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>Link to all specific subjects with tier language carefully mapped out from FS – Y6. Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</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 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>Support for writing for key stage 2 to narrow the gap of disadvantaged and</p>	<p>EEF: EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, and 5.</p>

<p>non-disadvantaged. Focus on sequence, feedback and writing quality with a clear focus on the modelling.</p> <p>All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.</p>	<p>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 school and will share practice and evidence. The Trust has created a quality progression map with clear teaching steps focusing on cognitive load, phonics level and grammatical elements ARE.</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 support through diagnostic assessment and 1:1 intervention of support.</p> <p>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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

Action	Costings
5 TAs complete 1:1 groups for just RWINc	£3739
SLT to support Y2 and Y6	£12571
SENDCO working with SEND who are PP	£10224

Budgeted costs:	£26534
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Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>1:1 TAs to support RWINC bottom 20% across school.</p>	<p>EEF: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf d2tic4wvo1iusb.cloudfront.net</p> <p>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 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>1, 2, and 3</p>
<p>For Autumn one term school have additional staff members in year 2 and year 6 to support the pupils reaching ARE milestones ready for transition to their next key</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. The focus in year 2 will be phonics and in Y6 reading comprehension.</p> <div data-bbox="352 1496 1187 1995"> <p>The infographic displays three educational interventions with their respective evidence ratings:</p> <ul style="list-style-type: none"> Reading comprehension strategies: Very high impact for very low cost based on extensive evidence. Rating: +6. Represented by 6 pound symbols (£) and 6 padlock icons. Phonics: High impact for very low cost based on very extensive evidence. Rating: +5. Represented by 5 pound symbols (£) and 5 padlock icons. One to one tuition: High impact for moderate cost based on moderate evidence. Rating: +5. Represented by 5 pound symbols (£) and 5 padlock icons. </div>	<p>1, 2 and 3</p>



phase. From Spring the Deputy Head (y2) and Head teacher (y6) support.		
Non- Teaching SENDCO to support the interventi ons needed for the PP that are displayin g SEND needs and further support.	<p>EEF: EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> <p>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.</p>	1, 2, 3, 4, and 5

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

Budgeted cost:

Action	Costings
Art Therapist:	£18520
Magic Breakfast	£3910
Attendance	£3150
Residential:	£1912
PSA already included above	
Incredible me costings calculated above.	
Budgeted Cost:	£27492

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Non-Teaching TA Mentor for delivery of 1:1 Incredible Me and small groups for Incredible Me.</p> <p>Well-being actions from PHSCE and Curriculum lead to support pupils.</p> <p>1Decision programme to support the delivery of PHSE.</p>	<p>As part of the well-being of our pupils and the high level of need based around 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> <hr/> <p>Social and emotional learning ££££££££ ££££££££ +4</p> <p>Moderate impact for moderate cost, based on extensive evidence</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>1 and 3</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>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>Senior Leader of Attendance, Attendance Officer, Parent Support Advisor and EWO to support the reintegration into pre- covid</p>	<p>EEF: Parental support, communication and support. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>Attendance and Punctuality issues. Attendance figures historically have been higher than national especially for</p>	<p>4 and 5</p>

expectations of attendance.	Pupil Premium pupils and we would like to narrow the gap and be below national.	
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

Total budgeted cost: £ 230295

Recovery Funding:	£19,285
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	£22157

2021-2022 Pupil Premium Evaluation			
Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed Impact
All subject leaders support the quality wave one teaching for the whole curriculum to improve the	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	1, 2, 3, 4 and 5	All subjects have progression maps to support the quality provision in all subjects. Subject

<p>language associated with the NC and learning is focused on knowing more and remembering more.</p> <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>time to support the planning, delivery, monitoring and evaluation 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>leaders have allocated time to support, monitor and evaluate their subjects. Clear progression has 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 embedded next academic year.</p>
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<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 widen their literature to link to the writing.</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 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</p>	<p>2, 3 and 4</p>	<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 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>
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	engagement with different media and genres of texts and a wide range of content topics.		
<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>All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.</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 support through diagnostic assessment and 1:1 intervention of support.</p> <p>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</p>	1, 2, 3 and 5	<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 additional challenge to school.</p>

	have the knowledge of what intensive intervention will close and narrow their learning gap.		
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Attainment 2022 last published data.		
Key Stage 2	Pupils eligible for PP	Pupils not eligible for PP 2022
% 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%
Key Stage 1		
% 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%
EYFS Attainment 2022		
% 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 maths SSM	50%	80%
Attendance for 2022		
Persistent absence % for PP pupils.	40.2	39.66

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
X Tables Rockstars	TT Rockstars
RWINc	Ruth Miskin

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.