

# Pupil premium strategy statement



**HIGHFIELDS**  
SPENCER ACADEMY

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	Highfields Spencer Academy
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	7% ( one Year 1, 3 Rec, 3 Nursery)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 (only one year plan due to number of pupils)
Date this statement was published	November 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Anna Jones, Principal
Pupil premium lead	Anna Jones, Principal
Governor / Trustee lead	Kirandeep Sanghera, governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,345
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3,345

# 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 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”.

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
- 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 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.

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 at a high standard
- All our work through the pupil premium will be aimed at accelerating progress, closing any attainment gap between peers and 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
- Additional learning support
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Early intervention so that need is addressed as and when it is identified

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral language</b></p> <p>Our in-school monitoring and assessment shows that nearly 60% of our disadvantaged pupils require extra support to address speech and language difficulties. As a school, we know how influential oracy skills are in determining the success of our children. We will seek out additional support and interventions so that oral language weaknesses are addressed at the earliest stage.</p>
2	<p><b>PP children who have additional needs</b></p> <p>Less than 10% of our children are eligible for PP funding but of these children, teaching staff have identified that nearly 75% of these pupils also have additional needs (SEND). It is imperative that our school has a robust system for identifying, assessing and reviewing our SEND provision and - where PP children have been identified as having additional needs - we must prioritise them for extra support or funding. They must also receive personalised learning to ensure all children make progress from their starting point.</p>

3	<p><b>Attendance</b></p> <p>Absence in Reception for 2020-21 was below the national average (benchmarked against the 2018-19 average) at 3.15% and our persistent absence was also below the national average at 6.67% for all pupils. However, our in-school monitoring systems show that as of November 2021, over 25% of our PP children have an attendance below the national average of 96%. As a school, we will continue to closely monitor the attendance of all our pupils and want to ensure families are supported where absence is an issue.</p>
4	<p><b>Attainment of PP children</b></p> <p>According to our in-school tracking system, over 50% of our PP children are classed as lower attaining children and only 43% are currently on track to achieve GLD or meet the expected standard in reading, writing and maths combined. Other than those who have significant additional needs, we need to ensure our quality first teaching allows our PP children to attain similar standards to their non-PP peers.</p>
5	<p><b>Mental health and wellbeing</b></p> <p>As a school, we understand the significance of both the physical and mental health of our children. Our in-school monitoring shows that % of our PP children have been identified as needed extra support with their emotional needs or their wellbeing. We want to promote the importance of mental health by ensuring all staff are trained in recognising warning signs as well as how to best support all children and their emotions.</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
<p>The % of PP children – who do not have significant additional needs - passing the phonics screening check will be broadly similar to the % seen nationally for PP pupils (71% for Y1)</p>	<p>The phonics screening checks for Y2 in Autumn 2 2021 will result in a pass rate better than that seen nationally for PP children.</p> <p>The phonics screening checks for Y1 in Summer 2022 will result in a pass rate better than that seen nationally for PP children.</p>
<p>All PP children – even those with additional needs – are making progress from their starting points.</p>	<p>PP children – who have been identified as having additional needs – have individualised learning plans.</p> <p>PP children – who have been identified as having additional needs – have been tracked and have made good or better than expected progress from their starting points.</p> <p>All PP children – who have been identified as having additional needs – have gained</p>

	funding or extra support through the work of the SENCo.
The attendance of PP children meets the expected standard.	Attendance data will show that all children, including PP children, have an attendance that is 96% or higher.  Falling attendance is tackled quickly and any poor attendance is shown to quickly improve from the point of intervention.
PP children – who do not have additional needs – achieve similar outcomes to their non-PP peers in end of year assessments.	Assessments will demonstrate that the proportion of PP children achieving the expected standards at the end of the year is broadly similar to their non-PP peers.  The amount of PP children – who do not have additional needs – achieving the expected standard in KS1 statutory assessments is broadly similar to their non-PP peers.
Oral language does not represent a barrier to our PP children’s learning	Identify, review and assess our PP children for any speech and language needs.  Support is found and matched to each child.  A SALT supports all of our children with speech and language needs.

## 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: £500

**Recovery funding:** all additional funding received for ‘recovery funding’ will be allotted to supporting the implementation and improvement of phonics in our school. We believe phonics and improved reading outcomes will be the best tool to put all children back on track and improve their ability to access our curriculum.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school drive to improve the teaching of phonics with Little Wandle. Powered by	<a href="#">EEF – Phonics (+5 months)</a>	1, 4

extensive CPD and a revised timetable that prioritises early reading.		
Our PP Nursery children are offered an additional funded session per week.	<a href="#">EEF – Extend school time (+3 months)</a>	1, 3, 4

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A SALT has been assigned to the school to provide support and interventions to our children with speech and language needs.</p> <p>A laptop with specialist software has been purchased to help facilitate speech and language interventions in school</p>	<a href="#">EEF – Oral Language Interventions (+6 months)</a>	1, 2, 4
<p>Two TAs have been recruited to support interventions across the school. Teaching staff will ensure that lower attaining PP children are able to access to additional support.</p>	<p><a href="#">EEF - Teaching Assistant Interventions (+4 months)</a></p> <p><a href="#">EEF – Small Group Tuition (+4 months)</a></p> <p><a href="#">EEF – One to One Tuition (+5 months)</a></p>	2, 4
<p>As a high proportion of our disadvantaged children also have additional needs, teaching staff will need to create personalised learning plans that enable these children to make progress from their starting point. These plans will be created and supported by the SENCo.</p>	<a href="#">EEF – Individualised Instruction (+4 months)</a>	1, 2, 4, 5

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

Budgeted cost: £345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Principal and Associate VP will intervene at the earliest opportunity when attendance falls below 96%, offering support to families where attendance is an issue.	<a href="#">The Key – High absence leads to low attainment</a>	3
A teaching assistant will be delivering 1:1 sessions to our disadvantaged pupils with sessions covering behaviour and mental health.	<a href="#">EEF – Social and Emotional Learning (+4 months)</a>	2, 3
Counselling sessions to be provided for the children who need it to support them social and emotional development.	<a href="#">EEF – Metacognition and self-regulation (+7 months)</a> <a href="#">EEF – Social and Emotional Learning (+4 months)</a>	2, 4
PP children have team of staff delivering a lunchtime nurture group to help manage complex behaviour needs or children struggling to regulate their emotions.	<a href="#">EEF – Social and Emotional Learning (+4 months)</a>	2, 5
A mental health service has been paid to run a weekly session with a PP child to support their mental health and wellbeing (Bridge the Gap).	<a href="#">EEF – Social and Emotional Learning (+4 months)</a>	2, 3

**Total budgeted cost: £1,345**

## 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.

A number of our planned strategies were not fully implemented due to COVID-19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned needs arising from the pandemic.

Although national assessments were cancelled in the 2020-21 academic year, our school assessments demonstrated that disadvantaged pupil performance was not in line with that of their non-disadvantaged peers. As a new school, we do not have a vast amount of historical data to compare last year's outcomes to but from 2022-23 onwards, we will have end of KS1 data to benchmark against moving forward.

#### **EYFS (achieved GLD)**

All – 70%

PP – 0% (1 child)

### 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*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield Early Language Intervention (this was funded by DfE)
Early Talk Boost	iCAN
Mable therapy	Access to speech and language therapy assessment and programmes and counselling advice plus staff training on use of communication methods
Nessy.com	Literacy support for dyslexia
Monster Phonics	Fully systematic synthetic phonics programme- visual emphasis good for engagement of SEND pupils and those with EAL

## Further information (optional)

Highfields Spencer Academy is a small school, which opened in September 2020, that is growing year on year. We started last year with only Nursery and Reception and currently have 3 year groups in school and a total of 93 pupils. 15 pupils in our current Reception did not attend our Nursery setting, so we have 50% of the Reception cohort who were unknown to staff in September, as well as 50% of the new Nursery cohort, so our needs as a school are evolving as we merge new families into our school.

When compared to the rest of the schools in our Trust, our number of pupils with SEND is high (around 25%). This level of SEND adds an extra challenge when trying to best support our Pupil Premium children.

We have decided, at this point in time, to use a 1 year strategy. Our school is growing and ever-changing and in the 2022-23 academic year we will have 5 classes due to welcoming an additional class and our first KS2 cohort in Year 3. Therefore, we do not feel we can predict the needs and requirements of our children 3 years from now.

Our strategy was created by engaging directly with our PP children and their families. We found that there were shared areas of development – such as oral language – but that our children have very specific and individual needs too. We hope to best support these specific needs through the work of our SENCo, our quality first teaching, our TAs (who will be delivering a variety of interventions) and our Speech and Language Therapist.

We are focusing this year on expanding and integrating our early help offer into an improved, evolving Highfields Inclusion Offer for families (HIO)- so that it better supports families who may be struggling with anxiety, mental health and wellbeing needs or finance to help raise attendance through effective use of our early help assessments and links with established Early Help provision through Pingle Academy. This does not directly support attendance, but by supporting the overall wellbeing of the family we hope to reduce illness and increase attendance for these pupils. We have trained two members of staff as senior mental health leads to support pupils, invested in developing our learning environment with a new SEND room which we call The Happy Room and a smaller inclusion room called The Cosy Room, so that pupils can be supported when they arrive in school. The Cosy Room has a breakfast bar so that we can provide toast and snacks to ensure pupils are nourished during the morning and afternoon as well as at lunchtime.

Our pupils love sport as well, so we also offer to fund sporting activities for all pupil premium pupils as part of an engagement in healthy lifestyles and our school focus on becoming an Active School ( developing physical literacy).

We have looked at a number of reports and studies about the effective use of Pupil Premium and have referred directly to the EEF's Teaching & Learning Toolkit throughout to ensure our approaches are backed by evidence and research.

**Additional commitments ( funded through Sports Premium and donations that will positively impact our pupil premium pupils during 2021-2022)**

<p>Funding allocated to enrich learning, in order that children have maximum high-quality experiences to support their learning for example <b>Forest Schools</b> and <b>Outdoor Play and Learning (OPAL)</b> strategies</p> <p>All pupil premium pupils given access to extra-curricular sports clubs funded by school through pupil premium as part of our commitment to healthy lifestyles and active learning ( physical literacy)</p>	<ul style="list-style-type: none"> <li>• <a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></li> <li>• <a href="https://forestschoollassociation.org/">https://forestschoollassociation.org/</a></li> </ul>	<p>See school development plan for 2021-2022</p> <p>Active Schools Project</p> <p>Physical literacy programme</p> <p>REAL PE</p> <p>Extra-curricular sports provision</p> <p>Forest School OPAL PLAY programme</p>
<p>'Magic Breakfast' style breakfast club to be established to support pupils, but starting from EYFS and KS1</p> <p><a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a></p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p> <p>EEF- Magic breakfast +2 months- following recommendation that this starts from KS1 for best impact.</p>	<p>34p per day per pupil (£66.30 per year per pupil)</p>