

# Pupil premium strategy statement 2024/5

Updated October 2024 for review

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	High Bank J I & N
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	47% (60/128)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Tai Headteacher
Pupil premium lead	Cathryn Reynolds-Browne Pupil and Family Wellbeing Lead
Governor / Trustee lead	Samantha Naylor Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year.</b>	<b>£94,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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

At High Bank JIN school all members of staff and governors accept responsibility for all pupils. We recognise that at any point of their school career, pupils within the school population, some of whom are not eligible for pupil premium funding, may require additional support and intervention. We are committed to meeting all our pupils' pastoral, social and academic needs in a nurturing environment. Every child in our care, including those who are in receipt of the pupil premium are valued, respected and entitled to develop to their full potential.

Intended outcomes:

- To provide robust, quality learning support that ensure children are not disadvantaged in their ability to make excellent progress and achieve strong outcomes.
- To provide a holistic community and pastoral support that enhances the mental and physical wellbeing of our children.
- Children will have a range of learning experiences which will impact positively on their confidence, communication and language skills, aspiration, self-esteem and resilience.

We aim to do this through:

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

Achieving these objectives:

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

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that class sizes remain small, therefore improving opportunities for effective teaching and accelerating progress
- Support payment for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the High Bank values and thus enhance learning.

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

## Challenges

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

Challenge number	Detail of challenge
1	Persistent absence and/or frequent lateness; resulting in a reduction in the impact of learning and sequential skills acquisition than that of their peers
2	Social, emotional and mental health needs that impact on learning and development
3	Less advanced early development; particularly with regard to speech, language and social skills that impact their future years
4	Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers
5	Challenging out of school environments/situations that mean children are less ready to learn when in school
6	Limited engagement of some parents/carers in children's learning and the wider academy life and opportunities on offer
7	Less opportunities outside of school for enrichment activities such as trips and music tuition

## 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>To provide robust, quality learning support that ensure children are not disadvantaged in their ability to make excellent progress and achieve strong outcomes.</p>	<p>Accelerated progress of disadvantaged pupils in receipt of additional support staff.</p> <p>High quality, bespoke intervention provision for those pupils most in need of focused support.</p> <p>Staff have an increased confidence in addressing barriers to learning for vulnerable groups and deploy a range of strategies to overcome them.</p>
<p>To provide a holistic community and pastoral support that enhances the mental and physical wellbeing of our children.</p>	<p>Provision to support children's social, emotional mental health is timely, appropriated and targeted.</p> <p>To secure strong community links to enable families to access support and guidance to support their young people at home.</p> <p>Attendance strategies and support reduces vulnerable groups' absences which contribute to a rise in the whole school attendance figure and increased engagement and attainment for all groups.</p>
<p>Children will have a range of learning experiences which will impact positively on their confidence, communication and language skills, aspiration, self-esteem and resilience.</p>	<p>Trips and experiences will enhance the cultural capital of children and allow them to experience first-hand opportunities otherwise not available to them.</p> <p>Trips subsidised to ensure all children can attend.</p> <p>Communication and language (including vocabulary) allows children to articulate their thoughts and feelings, building self-confidence.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2024/2025) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase phonics resources to complement our programme of synthetic phonics (Little Wandle)</p> <p>Ensure all teaching staff (teachers and support staff) are fully trained to deliver phonics instruction.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>3, 4, 5, 6, 7</p>
<p>Oracy training and resources purchased to support teacher's CPD on providing a vocabulary-rich speaking environment in school to promote oracy.</p>	<p>EEF teaching tool kit: oral language  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3, 4, 5, 6, 7</p>

Interventions run by teaching staff to support children's progress and narrow historical gaps through the use of pre and post-teaching.	EEF teaching tool kit: Targeted academic support <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3, 5, 6, 7
Learning mentor and Pupil and Family Wellbeing lead employed to support pupils with SEMH, attendance and engagement issues.	Recruitment and retention <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools</a>	1, 2, 5, 6, 7

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up interventions for phonics and maths	EEF phonics intervention can have an impact of 4 months <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a>	3, 4, 5, 6, 7

Emotional Literacy Support Assistant (ELSA) intervention run by learning mentor	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>	1, 2, 3, 5, 6, 7
Speech and Language links/referrals and targeted intervention/support	Children will be referred in EY or as soon after starting school as possible. They will make good progress as a result of targeted support and programmes.	2, 3, 4, 5, 6, 7
Nessy spelling intervention	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1707453695">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1707453695</a>  EEF guide – improving spelling in KS2  “Explicitly teach spellings and provide pupils with extensive opportunities to practice them”	3, 4, 5, 6, 7
Breakfast Club interventions: Maths, reading, spelling and fine motor skills, homework	EEF Targeted academic support:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2,3,4,5,6,7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club provides a calm, structured start to the day as well as a healthy breakfast	<p>Children perform better if they are not hungry and have their basic needs met (Maslow)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</a></p>	1,2, 5,6
Experiences such as Kids@Uni, Lawrence Batley Theatre Group, Living Eggs, Town Hall visit and sports events – also to include performance/competition	<p>EEF Participation in extra-curricular programmes, including those involving the Arts and Sports has a positive impact of 2 months. Participation stops feelings of isolation and improves confidence and relationships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 3, 4, 5, 6, 7



Patron of Reading	<p>The School's Patron of Reading will develop the children's love of books, stories and language and will provide a link to other schools aiming to achieve the same</p> <p><a href="https://literacytrust.org.uk/reading-for-pleasure/?gad_source=1&amp;gclid=CjwKCAiAyJS7BhBiEiwAyS9uNV0hVh68vZbvubBjPz25zrl1mrERmVKxONq8bXJdkw1U5JiXy3dB_BoCv4QQA_VD_BwE">https://literacytrust.org.uk/reading-for-pleasure/?gad_source=1&amp;gclid=CjwKCAiAyJS7BhBiEiwAyS9uNV0hVh68vZbvubBjPz25zrl1mrERmVKxONq8bXJdkw1U5JiXy3dB_BoCv4QQA_VD_BwE</a></p>	2, 3, 4, 5, 6, 7
-------------------	--	------------------

**Total budgeted cost: £ 94,720**

## 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 2023 to 2024 academic year.

Aims and objectives for 2023/4

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

#### Pupils meeting expected standard in reading, writing and maths ?



Disadvantaged pupils achieving the expected standard in Reading, writing and maths at the end of KS2 = 67%, exceeding national and the school.

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

#### Progress score in reading, writing and maths ?

The academic progress that pupils make from the end of key stage 1 to the end of key stage 2.

##### Reading

The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	-0.9
<b>Confidence interval <span>?</span></b>	-3.7 to 2

##### Writing

The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	1.9
<b>Confidence interval <span>?</span></b>	-0.8 to 4.6

##### Maths

The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	0.2
<b>Confidence interval <span>?</span></b>	-2.4 to 2.9

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

High Bank's work with families over the years has meant that children (regardless of their disadvantaged status) receive the support and resources they need to flourish in school and at home. WE support families to ensure they are accessing food and resources; washing machines for clean clothes; healthy dinners at school; specialised PSHE curriculum to support children's own understanding of how to keep healthy. As a result, children leave High Bank achieving well, having made accelerated progress from their significantly below starting points.

## 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>
Jane Considine – Literacy	Jane Considine
NTS assessments and Shine interventions	Rising Stars
Little Wandle Phonics	Little Wandle
Kapow	Kapow
Charanga	Charanga
Get Set 4 Education PE	Get Set 4 Education