

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	High Down Infant School
Number of pupils in school	188 plus nursery = 215
Proportion (%) of pupil premium eligible pupils	4% (3.7 including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 24
Date on which it will be reviewed	July 2025
Statement authorised by	Andreyia Cowan
Pupil premium lead	Matthew Welsh
Governor / Trustee lead	Lucy Lang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22520.83
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	£22520.83

Part A: Pupil premium strategy plan

Statement of intent

National figures for the educational outcomes of children from disadvantaged backgrounds are significantly below average. We believe that this is a moral failing as well as a societal one, and wish to ensure that for their time with us at High Down, all pupils, including those disadvantaged children, are able to succeed and reach their fullest potential.

First and foremost, we want to ensure the highest quality of teaching is provided, which, alongside sensitive and open-hearted pastoral support and the positive engagement of our most vulnerable families will result in the best outcomes. As such, we continue to provide the EEF approved CPD to all staff to add evidence-based precision to our educational offer. This, combined with regular monitoring and clear, constructive feedback from the school leadership team, will ensure teaching can be of the most impactful. The removal of all barriers to achievement is key – to do this we must really know and care about our children and families through a fully embedded nurturing approach – which we most certainly do.

A significant barrier to improved attainment is attendance but this is a complex issue and one that can only be tackled through a carefully tailored approach that takes into account the specific needs of individual children and families. We have a rigorous and indefatigable approach to this issue – with our pastoral team's relationship with families at its core. Reading is central to all children's academic development, it also a pathway to tremendous joy and discovery – as such the progress of reading within our disadvantaged cohort is of central importance. Through carefully monitored intervention and carefully planned whole school approaches, the route from phonics through fluency, prosody, comprehension and ultimately enjoyment is structured in such a way to provide all children all opportunities to progress. Ensuring that priority is given to reading support, carefully monitored by the Reading Leaders and following the advice of the most up to date research is paramount for overall educational achievement to be obtained. Ensuring a culture that places the acquisition of vocabulary at its centre is also vital, which takes into consideration the varying language acquisition of all pupils – and fosters a growing knowledge and love of language. Accessible trips and visits as well as a carefully structured curriculum and a diversely stocked library are all designed to instil a blossoming cultural capital in all children.

As a school we have built our school development plan on these principles with the aim of delivering the best possible provision for our disadvantaged children. We believe that every child must be supported appropriately to achieve success (academic, socially and physically) no matter what their background is. The careful use of Pupil Premium funding supports the attainment of those children who may be at risk of underachievement. We cannot let that happen.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that the pupil premium grant reaches the groups of children for whom it was intended and that it makes a clear impact on their education
- 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, or have received, 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.
- We recognise that high quality early years provision with a strong emphasis on phonics, language and early reading alongside number is crucial to all our children but particularly to our socially disadvantaged children

How we will ensure effective use of the Pupil Premium:

- The governors in consultation with the executive team and staff, will decide how the pupil premium grant is spent. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- The school will assess what additional provision should be made for the individual children.
- The school will be accountable for how it has used the additional funding to support the achievement of those children covered by the pupil premium.
- The Executive Deputy Head will report to the governing body on how effective the intervention has been in achieving its aims, including publishing online information about how the grant has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium grant, and this will form the central focus of all pupil progress meetings.

Provision:

- All our work through the pupil premium will be aimed at identifying and overcoming barriers to learning and accelerating progress for these children in order to close the gap with age related expectations. Pupil premium resources may also be used to target higher attaining children to ensure that they do not underachieve. Our focus for these children will also be to raise motivation and self-esteem. We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these children.

The range of provision the governors may consider making for this group could include:

- Appraisal objective for all staff to improve progress for all Pupil Premium children.
- Expectation for quality feedback daily for these children during and/or after the lesson
- Targeted 1:1 or small group support either with a teacher, an LSA, a member of the leadership team or our Learning Mentors
- The use of tailored programmes with clear pedagogical guidance
- Clear, inclusive attendance protocols and support for specific SEMH needs or EBSA concerns
- Structured conversations involving the class teacher, the pupil, the pupil's parents/carers, middle leaders and the executive team
- Dedicated time for our Inclusion Leader, subject leader and Pupil Premium leader to plan and monitor provision
- Additional Lunchtime staffing, SEN, Learning Mentor, Pride and Play support for vulnerable pupils
- Supporting families with payment for trips, clubs, music lessons, breakfast club, or other suitable opportunities
- Purchase of uniform or specialist resources according to need

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and have slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Our attendance data demonstrates that attendance amongst disadvantaged children is lower than for all children

3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Lower language and communication skills and a lack of exposure to a wide range of vocabulary
5	Lack of Phonic knowledge and poor Early Reading skills alongside a lack of exposure to a range of reading opportunities
6	Observations and discussions with children and families have identified social and emotional issues for many of our disadvantaged children

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
1. To reduce the attainment gap between disadvantaged and non-disadvantaged for Reading, Writing and Maths	- Each year, the attainment gap is reduced in Reading, Writing and Maths - Achieve outcomes in-line with national average by the end of KS1.
2. To improve the attendance and punctuality of our disadvantaged children	- Number of persistent absence is reduced to below National. - Ensure attendance of disadvantaged pupils is in line with all other children - Punctuality for disadvantaged children will be in line with other pupils across the school
3. To develop communication, phonics and reading for our disadvantaged children	- Clear phonics and reading progression has allowed for disadvantaged children to achieve in line with their peers in phonics and KS1 Reading.
4. To achieve and sustain improved wellbeing for all children but particularly our disadvantaged children	- High levels of wellbeing are demonstrated by data from pupil voice, child and parent survey and teacher observations
5. To raise the standards of all teaching through consistent CPD and a rigorous and reflective process of monitoring and feedback	- Directed implementation of EEF approved Walk Thrus teaching coaching model, including but not limited to: modelling, scaffolding, retrieval practice, chunking, clear modelling etc. – thus removing barriers to learning.

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: £9289

Activity	Evidence that supports this approach <i>Challenge number(s) addressed: 1,3,4 and 5</i>
Ensuring the children receive the highest quality teaching and support is vital, especially for our vulnerable learners. As such, professional development is given priority to support the implementation of evidence-based, EEF approved approaches to continue to refine our practice. At High Down, this will centre around the Walkthrus' Five Step Guides to Instructional Coaching with a particular focus on 100% participation, scaffolding, clear modelling, questioning, challenge and effective feedback. These are inherent within everyday teaching. These approaches are backed by clear research and based upon Rosenshine's principles of instruction. If we get this right, our disadvantaged pupils will reap the benefits, alongside all children. This will be further supported by reference to the EEF toolkits for supporting vulnerable children, SEND and best use of LSAs within the classroom, as well as a specific focus on phonics and early reading strategies- which are the key facets of a child's educational development. This includes covering costs and resources for phonics CPD and Boolean Hub maths training	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': • Early Numeracy Approaches =+6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months We recognise that high quality teaching in the classroom will have the biggest impact on all learners, especially disadvantaged. Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum that responds to the needs of the pupils is central to our approach The EEF toolkit indicates that the biggest proportion of time, energy and resources should be spent on delivering the highest quality teaching Walkthrus are underpinned by Rosenshine's principles of instruction.

	Research found that good teachers are especially important for pupils from disadvantaged backgrounds – Sutton Trust
Time allocation for SENCO, phase leaders, middle leaders and Pupil Premium lead to carry out strategic leadership and monitor impact of PP support, helping to tailor interventions so they have the greatest impact. All interventions must have impact so these are monitored carefully and adjustments made as appropriate. The EEF toolkit indicates that the biggest proportion of time, energy and resources should be spent on delivering the highest quality teaching, hence why this will focus most on ensuring classroom practice is the best it can be, through detailed monitoring, feedback and coaching.	DFE document: https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709

Targeted academic support

Budgeted cost: £8539

Activity	Evidence that supports this approach <i>Challenge number(s) addressed : 1,2,3,4,5,6</i>
Targeted small group/individual phonics and/or maths interventions with teachers and learning support assistants (where the focus is always on phonics as key access point to early reading) Whilst we recognise the central importance of high quality teaching within the classroom, this is part of a tiered approach to support. Interventions are used to compliment a daily diet of quality teaching creating solid foundations for our pupils and thus support raised levels of achievement	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': • Early Numeracy Approaches =+6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months

Wider strategies

Budgeted cost: £7906

Activity	Evidence that supports this approach Challenge number(s) addressed :2,3,6
Well-targeted and effective Learning Mentor and Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life, and increased attendance is supported. With attendance being a national as well as a school priority for our vulnerable children, a carefully structured approach has been implemented involving close working partnerships between the Learning Mentors, Attendance lead, EWO, SENCO, family support and the Pupil Premium lead.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months
Support free milk and provide foodbank administration to provide parents/ children access to additional support. Providing a bursary for other school activities ensuring all children can access the wider curricular opportunities such as clubs, trips and music tuition.	The Government recognises the benefits of providing a healthy school meal to the most disadvantaged pupils which also includes free milk

Total budgeted cost: £25734

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Quality Teaching and Learning activities with tailored support to ensure children 'keep up' rather than 'catch up' resulted in good progress throughout the year in the reception classrooms. Changes to timetabling, enabling children to complete more deliberate practising of skills, also supported pupil progress. In YR 100% of PP attained a Good Level of Development clearly above National for all children.

Phonics interventions alongside additional precision teaching within the classrooms has had a clear impact on both phonics progression and early reading. Although only 50% of PP children in Year 1 passed the phonics screening check, the two children that did not attain are both on the SEND register. They made excellent progress and scored 26 – a solid score to move on from in Y2 where they are targeted to pass the phonics test.

Year 2

75% of PP children in Year 2 achieved Expected Standard + in Reading

75% of PP children in Year 2 achieved Expected Standard + in Writing

100% of PP children in Year 2 achieved Expected Standard + in Maths

This attainment is higher than National last year for all children.

Observations from our School Improvement Learning Partner noted once more the positive academic and pastoral support for our children. The school has recently attained Nurture UK accreditation for our support of all of the children in the school but most especially our most vulnerable.

EWO and Social care involvement was sought, when appropriate, and clear improvements made to attendance although this does continue to be a school wide target for improvement - average attendance last year was 93% for Pupil Premium children (above National data for this group 89.4%) but due to low numbers this data has been affected by 1 child whose attendance places them in the persistent absence category (11.1% which is again below the national data for this group at 13.5%).

Our assessments and observations indicate that more children have been demonstrating school anxiety. Many of our parents are also struggling with mental

health. The Learning Mentor and pastoral support team continue to provide additional carefully targeted support. Parental surveys, however, show that the vast majority of children feel safe and happy at school.