

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 Junior School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 24
Date on which it will be reviewed	July 2025
Statement authorised by	Andreyana Cowan
Pupil premium lead	Matthew Welsh
Governor / Trustee lead	Lucy Lang

Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£66570.83
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	£66570.83

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 make 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 that 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	Weak language and communication skills and a lack of exposure to a wide range of vocabulary.
5	Lack of phonic knowledge and poor 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, or above, national average by the end of KS2.
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 language, phonics and reading skills for our disadvantaged children	- Clear phonics and reading progression has allowed for disadvantaged children to achieve in line with their peers in phonics and KS2 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: £23133

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 embedded reading fluency strategies. This includes: • Phonics training • Participation in the Boolean Hub for maths and staff training • Walk-thru training undertaken by all staff	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 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. Reading Fluency must sit at the heart of all children's learning – High Down's reading guidance reflects the best practice described in the EEF Research found that good teachers are especially important for pupils from disadvantaged backgrounds – Sutton Trust

• Reflective and instructive monitoring of interventions	
Time allocation for phase leaders, reading leads, pupil premium lead and SENCO to carry out strategic leadership, monitor impact of PP support and help tailor intervention so they have the greatest impact. Detailed, careful feedback is vital to ensure this enhanced support closes the attainment gap. 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: £21285

Activity	Evidence that supports this approach <i>Challenge number(s) addressed 1,3,4 and 5</i>
Targeted small group/individual literacy and/or maths interventions with learning support assistants Whilst we recognise the central importance of high quality teaching within the classroom, this is part of a tiered approach to support. All LSAs are part of the enhanced training program embedding Walk Thru strategies and thus their practice should reflect EEF approved strategies and methodology. Small group and 1:1	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months)

Supply cover to release teachers to provide intervention groups in Year 6 Interventions are used to compliment a daily diet of quality teaching creating solid foundations for our pupils and thus support raised levels of achievement. Teachers can tailor these interventions to meet the specific needs of the individual children and so progress their learning most effectively.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) 1, 3, 4 and 5
Morning Maths club for Y6 (and Y5 in term 6) Vulnerable children are provided pre-teaching activities to ensure they can effectively engage with the maths curriculum Targeted support for phonics through Nussy intervention	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit' 1, 3, 4 and 5

Wider strategies

Budgeted cost: £22779

Activity	Evidence that supports this approach <i>Challenge number(s) addressed: 2,3 & 6 (but leading to improved engagement and learning – so all areas)</i>
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. This ensures that our vulnerable children are supported to engage fully with their learning to raise academic standards. Attendance is key to ensuring vulnerable learners make good progress as well improving well-being. The pastoral team is a vital part of the school's approach to improved attendance and punctuality enabling the children to access quality teaching. A consistent approach to supporting attendance is in place that links Attendance Lead, Pupil Premium	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

Lead, Learning Mentors, SENCO and EWO and provides a daily and immediate support to families.	
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 healthy meals for the most disadvantaged and this includes free school milk. Extracurricular activities are an important part of education in its own right and a strand of EEF wider strategies 3, 6 and 2

Total budgeted cost: £68097

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

PiXL was used effectively to note gaps in children's learning. This gap analysis led to adapted precision teaching as well as targeted interventions. Those in Y3 and Y4 in need of developing their phonics skills completed phonics intervention using the DFE validated phonics program, ULS, used across the Infant school. Maths interventions included both pre and post teaching with a focus on arithmetical fluency. Daily reading fluency activities were completed by key children which led to very positive impacts on fluency and reading speeds. Observations by our school improvement learning partner noted the positive academic and pastoral support for our children, particularly highlighting positive attitudes to reading.

MTC in Y4 – Careful precise teaching of times tables with deliberate practise through the use of Rock Stars enabled the children to make clear progress within their times tables recall. 67% scored 21 and above with 34% attaining either 24 or 25/25.(This rises to 100% at 21 and above if those children that also have complex SEND needs are removed from the data)

Depth has also been targeted with positive impacts seen - Year 5, for example, saw 33% of PP children achieving depth in Reading, 20% in Maths and 13% in Writing. Positive depth scores are also seen in the end of key stage data below.

Raising standards from children's Y2 attainment is always a focus and discussed heavily in PPMs. Tailored interventions are provided to strengthen learning and improve attainment. All learning walks and SIP visits have a focus on the engagement and progress of this vulnerable group.

Attendance support has been provided by EWO and clear improvements have been made but this remains a focus for the school. Pupil Premium attendance at 93.9% is above national for the same group which is at 89.4%. Several families were on attendance plans with fines being used as a last resort following a great deal of support from the Learning Mentors.

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 have been used to support children and families ensuring children feel happy and safe in school and ultimately ready to learn -parental surveys show that the vast majority of children feel safe and happy at school. Lunch clubs and soft starts have also supported anxious children and has led to improvements in

attendance. 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.

KS2 (9 children):

78% of PP in Y6 achieved Expected Standard + in Reading (22% at Greater Depth)

78% of PP in Y6 achieved Expected Standard + in Writing (22% at Greater Depth)

78% of PP in Y6 achieved Expected Standard + in Maths (22% at Greater Depth)

66% of PP in Y6 achieved Expected Standard + in GPS (44% at Greater Depth)

78% of PP in Y6 achieved Expected Standard in science

67% of PP in Y6 achieved combined Expected Standard + in Reading, Writing and Maths combined.

The attainment of the children in reading, writing, maths and combined is above the national data for all children and shows wonderful progress for these children. For example one child moved from below in reading in Y2 to depth in Y6 with a really strong score of 117 and moved from expected in maths to depth in Y6.