

Pupil premium strategy statement

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	Alsager Highfields Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Woollam Headteacher
Pupil premium lead	Marianne Dyde Assistant Head
Governor / Trustee lead	Vanessa Howard Governor lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,643
Recovery premium funding allocation this academic year	£9,498
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£108,141

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The key focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High, quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. This approach will widen opportunities for all children. Within each intended outcome detailed, is the intention that non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through targeted interventions, we are working to eliminate the challenges towards learning and progress. For all children, our aim is to ensure that they make as much progress as possible, which is then sustained to reach age-related expectation and beyond as they move through the school.

Our strategy is also integral to wider school plans for education recovery, including the targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We use the EEF's Teaching and Learning Toolkit to prioritise areas for development, such as mastery learning (we are part of the North West Maths Hub) and teacher / teaching assistant-led interventions .

Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Our approach also reflects the increased need to support the social and emotional development, academic progress, access to enrichment opportunities and support for our vulnerable families. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point where need is identified
- adopt a whole school, approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest a reduction in phonetical awareness. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with staff indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is most evident in KS2 where across the Key Stage in 2021 between 50-76% of disadvantaged pupils were working below age related expectations, compared to 17-37% of other pupils. Data which includes SEN pupils.
4	Assessments, observations, and discussions with pupils indicate that the process of writing has been negatively affected; a picture which is supported both locally and nationally. Our observations show that our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is most evident in KS2 where across the Key Stage in 2021 up to 90% of disadvantaged pupils were working below age related expectations, compared to 27-54% of other pupils. There has also been a marked impact on the overall attainment of pupils in Y2. Data which includes SEN pupils.
5	Assessments and observations indicate that maths attainment among our disadvantaged pupils is below that of non-disadvantaged. This is most evident in KS2 where across the Key Stage in 2021 between 50-69% of disadvantaged pupils were working below age related expectations, compared to 13-37% of other pupils. There has also been a marked impact on the overall attainment of pupils in Y2. Data which includes SEN pupils.
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic. 37 pupils (25 of whom are disadvantaged) currently require additional support with their social and emotional needs accessing Family Ties, Dove or ELSA sessions. These findings are supported by National Studies.</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.8% – 4.9% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism has a negative impact on both disadvantaged pupils' progress and attainment.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, engagement in collaborative learning opportunities, reading group observations, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain in line with disadvantaged nationally.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing outcomes in 2024/25 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain in line with disadvantaged nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2024/25 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain in line with disadvantaged nationally.
Improved attainment in phonics.	Phonics outcomes in 2024/2025 show that all disadvantaged pupils (not SEN) achieve at least expected outcomes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Boxall profiles where applicable • increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • An overall attendance of at least 97% among our disadvantaged group of pupils.

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: £51,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5,</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure all relevant staff have received and continue to receive on-going training to deliver phonics effectively and practice is embedded.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Embedding activities across the school curriculum which develop pupils' language capabilities. These support pupils to articulate key ideas, become involved in collaborative learning, develop fluent reading and comprehensive skills, consolidating understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time, ensuring CPD in writing is given by the writing lead or headteacher to improve teaching and increase outcomes.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4,</p>
<p>Develop reading across the school. Enhance RWI in R, Y1 and Y2.</p> <p>Develop resources in the library, ensuring access for all classes and material for class reading areas.</p>	<p>Evidence suggests that reading comprehension strategies focus on children's understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read and enable children to monitor their own comprehension and then identify and resolve</p>	<p>3</p>

	<p>difficulties for themselves. This benefits especially our disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	
<p>Embedding activities across the school curriculum which develop pupils' language capabilities. These can support pupils to use writing composition strategies through modelling and supported practice.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: £38,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Encouraging wider reading and developing reading for pleasure	Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	3
Oral language interventions which emphasise the importance of spoken language and verbal interaction in the classroom will support learners' in the use of vocabulary, the articulation of their ideas and spoken expression.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4

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

Budgeted cost: £19,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing a positive school ethos to support greater engagement in learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Whole staff training on SCARF – Coram Life Education with the aim of developing our school ethos and improving mental health and well-being, supporting children to be more confident learners across school.	Social and emotional skills can have a positive effect on outcomes at school and in later life. (ie Improved academic outcomes, performance, behaviour, attitudes, relationships with peers) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	6
Nurture groups and Lego therapy for disadvantaged children.	Targeted interventions can have positive overall effects on the attainment both academically and socially of our children https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation	6
Improving the opportunities for pupils to engage in enrichment opportunities, developing their lived experiences.	Enrichment opportunities which occur as either part of the curriculum or as extra-curricular activities have been shown to be beneficial for core academic attainment in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	6
Embedding principles of good practice set out in the DFE's advice. This will secure the availability and use of an attendance / support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	7
Regular conversations with families where attendance is a concern	Supporting our families where attendance is a concern can improve attendance and improve outcomes for our children. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents	7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £109,148

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.

Due to COVID-19, performance measures were not published for 2020 to 2021, and therefore not be used to hold schools to account. Given this, we would like to focus on standardised teacher administered tests – our internal assessments undertaken during the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than those who were not disadvantaged in key areas of the curriculum, reading, maths and in particular writing. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. but particularly in writing, where teaching methods that we have found to be beneficial for disadvantaged pupils did not translate as successfully to remote teaching. This is despite every effort being taken to provide all pupils with devices and broadband and promote school attendance for disadvantaged pupils.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the following:

- Places being allocated in school for those who were disadvantaged and/ or deemed as vulnerable such as those who had an EHCP and 1-1 support.
- Professional services, programmes, based on the needs of the child, continue to be in provided for either remotely or through home-school visits.
- Laptops being allocated on a needs basis to allow for home learning to be completed.
- Use of online resources such as those provided by Oak National Academy.
- Daily live remote tutorials which took place for all children using Zoom or Microsoft Teams.
- Children were invited to additional remote tutorial sessions to reinforce or check in on home learning.
- Activities, all resources, and materials created by staff were placed on each class page on the school website under 'Remote Learning'.
- Extra online activities were provided which were bespoke and differentiated through the programme itself.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide

wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider
Embedding Mastery	Maths Hub
RWI	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising funds for training Mental Health Champions, focusing on the needs of pupils, developing a holistic understanding of what Mental Health encompasses, giving pupils a voice and how wellbeing can be addressed.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, families, students, and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.