

Pupil premium strategy statement

School overview

Metric	Data
School name	Highgate Community Primary School.
Pupils in school	224
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£83,665
Academic year or years covered by statement	2019-2021
Publish date	4 th September 2020
Review date	1 st July 2021
Statement authorised by	Troy Jenkinson
Pupil premium lead	Jim Hodder
Governor lead	Caroline Richardson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No test taken for 2019.20 - Covid
Writing	No test taken for 2019.20 - Covid
Maths	No test taken for 2019.20 - Covid

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No test taken for 2019.20 - Covid
Achieving high standard at KS2	No test taken for 2019.20 - Covid
Measure	Activity
Priority 1	Ensuring all pupils are assessed early in reading, writing and maths to identify areas of need and addressed due to the Covid 19 lockdown. Using this information to plan effective catch- up programme. E.g. Third Space Learning/ reading support
Priority 2	Work with SENDCo/ additional teacher to implement reading support. Work with Maths coordinator to support evidence-based maths interventions.

Priority 3	Higher rates of progress across KS2 for high attaining pupils eligible for PP.
Barriers to learning these priorities address	<p>Missed learning time due to school not being open. To support removing gaps in reading/phonics for pupils eligible for PP in Reception, Key Stage 1 and Key stage 2 classes.</p> <p>Pupils eligible for PP identified as high ability make as much progress as non-PP eligible pupils identified as high ability, across Key Stage 2 in maths, reading and writing.</p>
Projected spending	£30,285

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (70%)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score: (X.X)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use targeted teacher support for reading interventions planned through assessments/ SENDCo and support teacher.
Priority 2	Establish small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths and writing. (e.g. Third Space) to bring them back to or close to age-related expectations. Support mastery maths restructuring where appropriate to address whole class maths learning that has been missed.
Barriers to learning these priorities address	Missed learning time due to school not being open. To support removing gaps in reading/phonics for pupils eligible for PP in Reception, Key Stage 1 and Key stage 2 classes. Allow pupils to develop confidence and resilience in their learning that may have been eroded due to school closures. To rebuild the importance of reading across all pupils.
Projected spending	£21,980

Wider strategies for current academic year

Measure	Activity
Priority 1	Pupil premium children (and the whole school) will come into school more calmly and with less anxiety after returning to school due to Covid 19. Using more Wellbeing allocated time each week and focus on feelings, PSHE Cambridge Curriculum. Use of nurture staff from the Learning Hub for emotional support.
Priority 2	Training staff to use Wellbeing materials and integrate into learning time
Barriers to learning these priorities address	To build calm and more confident children that can access learning without anxiety.
Projected spending	£31,400

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders to implement evidence-based interventions.
Targeted support	Ensuring enough time for teachers and teaching assistants time to implement intervention strategies	SLT to monitor where additional time is needed to allow teachers and teaching assistants time to correctly implement interventions in a structured timetable.
Wider strategies	Ensuring that wellbeing and PSHE curriculum is being used in ALL year groups to support the emotional aspects of all pupils.	Work with SENDCo and PSHE coordinator to monitor teaching. Allow additional curriculum time for these aspects to be covered.

Review: last year's aims and outcomes

Covid 19 and Pupil Premium

The outcomes in the grid below were completed before the 2020 Covid 19 closure of schools.

Although the school was closed to most pupils, school remained open for key worker pupils throughout the period.

On June 1 school was reopened for more Year groups and 8 bubbles were created to support a range of key worker and other pupils. School considered needs of vulnerable pupils in its phased opening of different year groups and as such also targeted Years 3&4 with a bubble opening in June 2020. Where possible, with parent approval, vulnerable children were included in these numbers.

Due to some teachers not being able to be in class due to either shielding or being clinically vulnerable, teaching assistants were used to aid the teaching of 'bubbles'.

For example, the Y5 teacher planned for a Y4/5 bubble. Two teaching assistants who were previously in the Hun/ Forest Schools and with much previous experience of cover supervision took charge of this class. Within this class of 15, there were 5 PP children. This allowed for the teaching of these children and deliver the PSHE/ wellbeing support needed.

Time was also allocated for the Y5 teacher to create a programme of work based on the BOUNCE BACK programme (researched and drawn together by the EPIC Educational Psychology team). This was used to support wellbeing of the children returning.

Aim	Outcome
Evaluate curriculum content and planning to ensure it has the impact of engaging the interests of all pupils. Activities related to this need to be suitable to the needs of all including boys. Adapt the curriculum over the year as necessary	The new curriculum has been introduced and certain subjects had been monitored for learning and engagement. E.g. geography - with promising involvement
Moving teaching of maths towards a mastery approach; engaging children in knowing how best they learn – develop more effective strategies to identify misconceptions and addressing them. Developing mathematical language to explain and reason (moving children in the concept from pictorial to abstract and using modelling).	All teachers using the mastery approach across school with the use of Power Maths. Coordinator using experience to allow teachers to watch mastery sessions to help impact the use of concrete and pictorial aspects plus the use of stem sentences.
Use consultant to evaluate current provision and develop mastery approach in maths across the whole school, particularly KS2, investigating potential schemes such as “Power Maths” or “Maths No Problem Invest in class visualizers to enhance effectiveness of mastery approach to learning.	Power Maths bought to support all pupils and teacher resourcing. Teachers & support staff participated in training provided by our Maths Lead through the East Midlands Maths Hub. Visualisers bought for classrooms that need it.
Maintain and develop nurture area and staff to support (including disseminating training).	Nurture team worked to support pupils in teaching focus (with planning support from teachers/ SENDCo). Nurture lunches run throughout the year up to Lockdown.

	Nurture sessions for individual's pupils used to support wellbeing and mental health.
Engage parents in nurture work and in early aspects of reading/writing/maths. Investigate and set up courses for parents to enable them to support their children in maths. Set up parent/toddler group to engage parents at an early stage.	Not completed due to lockdown.
1:1 support where necessary to enable those & others to access the curriculum via a Forest Schools Approach	Forest School running twice weekly for targeted pupils up to lockdown and then offered as some sessions for bubbles to access in the lockdown period.
Consultant to audit provision of maths specifically focussing on interventions to support pupils in mathematics.	Not completed due to lockdown.
Build on Character Education work (with Steve Harris & through "No Outsiders" project) to enhance reciprocity and reflection for our learners (including PP pupils).	All classes completed 2/3 No Outsider sessions as well as assemblies completed by Headteacher. The School Council worked hard with the SLT to review policy and procedures to support anti-bullying, gaining re-accreditation of the Beyond Bullying (Gold Status) Award in March 2020.
Develop ability to concentrate in the mornings. Improve attendance and punctuality.	Attendance levels remain in line with the national average. . Use of EWO to engage parent's that have pupils attendance issues. See CPOMS for detail.
Enable all pupils to access first hand learning experiences.	A variety of trips were undertaken by classes up to lockdown. E.g. WW2 for Y5