

## 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	Highgate Primary
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	61 (last financial year) 55 (current)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Sept 10 <sup>th</sup> 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Troy Jenkinson
Pupil premium lead	Jim Hodder
Governor / Trustee lead	Caroline Richardson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78683
Recovery premium funding allocation this academic year	£ 7,975 (estimated at £145 x 55)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,658

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate goal for all disadvantaged pupils at Highgate is to allow these pupils to reach beyond the attainment of non-disadvantaged pupils so as to establish a secure educational pathway, leading to greater successes in the future.*

*The Highgate Pupil Premium plan endeavours to promote secure reading ability for all, identify gaps in English writing and maths as early as possible, implement structured support to bridge gap identified and build success and confidence, to establish pupils with a resilience and calmness to allow them to learn and thus flourish.*

*Highgate works on the basis that a child needs to feel secure and happy to be able to learn. By achieving this, a pupil will be able to receive the identified support to bridge gaps and accelerate their attainment. Consequently, these pupils will be able to overcome the disadvantage experienced.*

## Challenges

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

Challenge number	Detail of challenge
1	To support removing gaps in reading/phonics for pupils eligible for PP in Reception, Key Stage 1 and Key stage 2 classes, particularly in Y3/4.
2	To removing gaps in maths due to missed schooling for pupils eligible for PP across all years, particularly looking at the impact on children in (upper) Key Stage 2.
3	To build calm and more confident children that can access learning without anxiety.
4	Allow pupils to develop confidence and resilience in their learning that may have been eroded due to school closures.
5	Levels of learning, retention and resilience (remote/face to face) were significantly variable due to the capacity to support what had been planned.

## 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
Areas of need are identified early and effective plans are used to close the gaps in learning.	<ul style="list-style-type: none"> <li>• Baseline assessments identify target groups.</li> <li>• Whole class teaching addresses key starting points.</li> <li>• Targeted groups and individuals have appropriate support planned and in place.</li> </ul>
Phonics – pupils grouped in appropriate abilities taught at the level required to enable them to make rapid progress from starting point.	<ul style="list-style-type: none"> <li>• Staff trained and up to speed with the delivery of RWI as new system.</li> <li>• Children grouped into appropriate levels (cross year group)</li> <li>• Reading books match phonic ability (including ditties)</li> <li>•</li> </ul>
Reading – pupils are reading at the appropriate level for their year group and are able to decode and understand the texts in order to sustain continued improvement.	<ul style="list-style-type: none"> <li>• Children grouped into appropriate levels (cross year group)</li> <li>• Teachers are using the reading structure &amp; this is monitored to ensure Echo reading is being delivered correctly</li> <li>• Skills are being taught and pupils catch up with year group expectations</li> <li>• Interventions in place and evidence of progress from baseline (PM benchmarking &amp; Pixl assessments)</li> </ul>
Maths – pupils to have covered gaps to enable them to confidently access work at the appropriate level for their year group.	<ul style="list-style-type: none"> <li>• Teachers know gaps to be addressed from previous years</li> <li>• Established 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.</li> <li>• Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</li> <li>• Ready to Progress materials used to support additional interventions that underpins progression.</li> </ul>
Social & Emotional – reduce anxieties for those pupils most affected by lack of structure, support and ability to mix within the face to face classroom including supporting those who were in school to adapt to having their peers back with them.	<ul style="list-style-type: none"> <li>• Forest School – all children will have timetabled access to Forest School Support that will benefit reintegration of all (particularly the most disadvantaged)</li> <li>• The Hub – the most needy children emotionally will access daily support</li> </ul>

	<p>in a small group environment with individual targeted support to reduce anxieties. Improved Boxall profiles, improved Bio Feedback scores and enhanced use of 5 point scales will see these children reintegrated into daily school life.</p> <ul style="list-style-type: none"> <li>• PSHE Curriculum – allocated time on a weekly basis focuses on well-being within the whole class based on the Cambridge Curriculum.</li> <li>• ELSA Support – 1:1 and small group work will enable individuals to regulate their emotions in order to allow them to access the curriculum.</li> <li>• Nurture – support put in place to address anxieties of less structured times such as playtime/lunchtime.</li> <li>• Key Worker – named LSAs allocated to support individuals in their return to school, acting as a parent liaison.</li> <li>• Enable all pupils to access residential visits.</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p><b>Baselines</b> Conduct baseline assessments to identify target groups at the start of the academic year.</p> <p>Whole class teaching addresses key starting points - ensure staff kept up to date with</p>	<p>If you don't know starting points, you aren't able to put in appropriate supports.</p> <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p>	1, 2, 3, 4	<p>Cost of baselines &amp; time £2000</p> <p>Cost of CPD/Meeting time - £1200</p>

<p>whole class strategies of support for all (staff meetings, CPD, Teaching &amp; Learning Project, Maths Leader support).</p>	<p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils (see Appendix Rationale number 2)</p>		
<p><b>Phonics</b> Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching &amp; monitoring of reading books to phonic ability (inc ditties)</p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>1, 4, 5</p>	<p>INSET Training £2475, resources RWI £500  Purchase of books £1,000  Staffing costs – additional LSA time £3060</p>
<p><b>Reading</b> Children in smaller groups (of &lt;20) appropriate levels (cross younger years)  Teachers embedding, monitoring and further refining in using comprehension strategies; inferring meaning from context; summarising key points; using graphic organisers; developing questioning; and monitoring  Teachers know gaps to be addressed from previous years</p>	<p>EEF - Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (Appendix Rationale number 1)</p> <p>EEF - On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 4, 5</p>	<p>Staffing costs – additional LSA time £3060</p>

		<b>Total</b>	£13,295
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p><b>Reading</b></p> <p>Targeted groups and individuals have appropriate support planned and in place.</p> <p>Phonics small groups to support KS1 &amp; lower KS2.</p> <p>Reading Explorers (structured intervention) to support KS2.</p> <p>Interventions in place and evidence of progress from baseline (PM benchmarking &amp; Pixl assessments)</p>	<p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1, 4, 5	<p>LSA Time (afternoons) £6,120</p> <p>Phonic Time (additional LSA 5 days at 1 hour over the year) £3060</p>
<p><b>Maths</b></p> <p>Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths. (e.g. Third Space) to bring them back to or close to age-related expectations.</p> <p>Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</p>	<p>EEF – Third space diagnoses development areas from the outset. provides 1:1 tuition. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (Also see Appendix Rationale number 3)</p> <p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely</p>	2, 4, 5	<p>Cost of Third Space £1,650</p> <p>Teacher Time (2 hours a week across the whole year) £2940</p> <p>LSA support time (afternoons) £6,120</p>

Ready to Progress materials used to support additional interventions that underpins progression (1:1 & small groups).	matched to learners' needs explains this impact.		
		<b>Total</b>	£19,930

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Forest School – all children will have timetabled access to Forest School Support that will benefit reintegration of all (particularly the most disadvantaged)	Outdoor & Adventurous Learning – Impact of Forest School Programmes – Sarah Blackwell. See Rationale Appendix 5.	3, 4, 5	2 LSAs 1 afternoon a week for the year £12,338
<p>The Hub – children will more emotional needs will access daily support in a small group environment with individual targeted support to reduce anxieties.</p> <p>ELSA Support – 1:1 and small group work will enable individuals to regulate their emotions in order to allow them to access the curriculum.</p> <p>Nurture – support put in place to address anxieties of less structured times such as playtime/lunchtime.</p> <p>Cool Milk provision</p>	<p>Research underpinned by Boxall &amp; Bio Feedback shows significant improvements in self-esteem.</p> <p>EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>EEF – more specialised programmes which are targeted to particular social emotional needs have valuable impact on attitudes within school.</p>	3, 4, 5	<p>½ Cost of HLTA &amp; 2 LSAs for mornings £15,251</p> <p>Cost of HLTA 3 afternoons a week £4,851</p> <p>Cost of HLTA 3 hours a week &amp; Midday 3 hours a week £6,351</p> <p>Cool Milk £200</p>

PSHE Curriculum – allocated time on a weekly basis focuses on well-being within the whole class based on the Cambridge Curriculum.	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	3, 4, 5	Cost of license.
Key Worker – named LSAs allocated to support individuals in their return to school, acting as a parent liaison.	EEF – more specialised programmes which are targeted to particular social emotional needs have valuable impact on attitudes within school.  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	3, 4, 5	LSA support £11,747
Subsidising Educational Visits	EEF - studies of adventure learning consistently show positive benefits on academic learning. Pupils who participate in adventure learning interventions make approximately four additional months' progress.	3, 4, 5	Subsidy contributions £1000
		<b>Total</b>	£51,738

**Total budgeted cost: £84,963**



## 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 have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**Targeted reading interventions** - *Though targeted reading interventions were planned, further covid closures meant this was not as consistently delivered as we had intended. While the school was open, specific one to one and small group work aimed at improving phonic decoding and inference successfully enabled pupil premium children to progress. When staff absence became an issue (due to increased covid cases), staff time employed by this funding enabled the school and bubbles to remain open to all children which was fundamental.*

**Third Space** - *Children in Years 5&6 were targeted with this intervention. While this benefited the majority of the children in making them more secure in the elements targeted by this programme, informal feedback identified barriers. The technology was often a little clunky to say the least and some of the tutors were not so easy to understand.*

**PSHE & Wellbeing programmes** - *Specific time and resources were allocated for using EPIC Bounceback resources, following on from positive feedback from the initial lockdowns. Forest School was also rolled out to all year groups to enable them to gain more self-confidence and resilience.*

**Targeted nurture support** - *Funding to support pupils in The Hub successfully reintegrated pupils most at risk of missing education and acted as a point of call for those children who needed additional social and emotional support throughout the school. A key example of this enabled a vulnerable pupil to attend the Y6 residential as a direct result of this intervention. This has impacted particularly on improving the attendance for some of our more vulnerable pupil premium children.*

**Mastery approach to maths** - Power Maths has been used to drive whole class improvements and tackling gaps while pupil premium children have been targeted for support within these sessions using one to one and small group work (including pre-teaching). The impact of this has been difficult to measure due to the inconsistencies of attendance (covid related) however all teachers are using the mastery approach which has improved the consistency, particularly in areas such as place value etc.

**Curriculum connectivity** - New approaches to delivering the foundation subjects have now incorporated quizzes at the start of lessons to aid retrieval of knowledge from previous learning. This has enabled pupil premium children with gaps in their knowledge to be identified and targeted for additional support as needed. It has also allowed teacher to identify gaps in the curriculum that have not been taught due to covid closures – working on the catch up process.

## 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
Maths catch up tutoring	Third Space Learning

## 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?	We had funding for one child so this was incorporated into the spend for vulnerable children. This child accessed well-being activities including the “bounce back” programme.
What was the impact of that spending on service pupil premium eligible pupils?	This child was able to reintegrate within the curriculum following the covid-closures and meet expectations.

