

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	218
Proportion (%) of pupil premium eligible pupils	55 (last financial year) 58
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	26 th Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Troy Jenkinson
Pupil premium lead	Troy Jenkinson
Governor / Trustee lead	Caroline Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,587
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
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	£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 Reading 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 for pupils eligible for PP in KS2, KS1 & EYFS particularly in Y2, 3 & 6.
2	To remove gaps in maths (arithmetic) due to missed schooling for pupils eligible for PP (& SEN) across all years, particularly looking at the impact on children in Key Stage 2 (PP in Y3 & 6 and SEN in Y4 & 5).
3	To build calm and more confident children that can access learning without anxiety.
4	Allow pupils to continue to develop confidence and resilience following impact from Covid-19.
5	Levels of learning, retention and resilience (remote/face to face) were significantly variable due to the capacity to support what had been planned. This impacted upon confidence and resilience.

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"> • Baseline assessments identify target groups. • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place.
Reading – pupils are reading at the appropriate level for their year group and are able to infer, understand vocabulary and increase their stamina in reading to build comprehension.	<ul style="list-style-type: none"> • Reading strategy is audited and appropriate resources and training in place to support. • Teachers are using reading structure & this is monitored to ensure reading is delivered correctly. • Children who require additional intervention are provided with it (& make rapid progress). • Skills being taught and pupils catch up with year group expectations • Interventions in place and evidence of progress from baseline (PM benchmarking & Pixl assessments)
Phonics – pupils grouped in appropriate abilities 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"> • Staff trained and up to speed with the delivery of RWI. • Children grouped appropriately • Reading books match phonic ability.
Maths – pupils to have covered gaps in arithmetic knowledge to enable them to confidently access work at the appropriate level for their year group.	<ul style="list-style-type: none"> • Teachers know gaps to be addressed from previous years • Heavy focus on arithmetic and being able to solve equations (including securing multiplication/addition facts). • Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back (or close) to age-related expectation. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions. • Ready to Progress materials used to support additional interventions that underpins progression.
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	<ul style="list-style-type: none"> • Forest School – targeted groups (particularly the most disadvantaged) • ELSA Support – 1:1 and small group work will enable individuals to

those who were in school to adapt to having their peers back with them.	<p>regulate their emotions in order to allow them to access the curriculum.</p> <ul style="list-style-type: none"> • Nurture – support put in place to address anxieties of less structured times such as playtime/lunchtime. • Key Worker – named LSAs allocated to support individuals (including acting as a parent liaison. • Enable all pupils to access residential visits.

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: £15,920

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Baselines Conduct baseline assessments & use end of year data 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 whole class strategies of support for all (staff meetings, CPD, Teaching & Learning Project, English & Maths Leader support).</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 & Specialist leaders monitoring impact of CPD (Reading). EEF – Mastery approach to learning is a promising strategy for lower attaining pupils (see Appendix Rationale number 2)</p>	1, 2, 3, 4	<p>Cost of baselines & time £500</p> <p>Cost of CPD/Meeting time – release time for English and Maths leaders - £4800</p>
<p>Phonics RWI training refreshed & monitored to embed</p>	EEF – Structure approach to phonics has been consistently found to be effective in supporting	1, 4, 5	INSET session £ 1000, resources

<p>teaching of phonics consistently.</p> <p>Children grouped into appropriate levels (requiring high staffing input).</p> <p>Matching & monitoring of reading books to phonic ability (inc ditties)</p>	<p>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>RWI £500</p> <p>Purchase of books £1,000</p>
<p>Reading</p> <p>Children in smaller groups (of <20) appropriate levels (cross younger years for phonics and comprehension sessions)</p> <p>Teachers embedding, monitoring and further refining in using comprehension strategies; inferring meaning from context; summarising key points; using graphic organisers; developing questioning; and monitoring</p> <p>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>
<p>Maths</p> <p>Use accurate assessments (pixl) to address gaps in basic arithmetic skills so children can apply this to their work (and problem solving).</p>	<p>NCETM approach to mastering number (using rekenreks/number boxes) to enable children to know and manipulate number facts in EYFS/KS1.</p> <p>EEF – children should have fluent recall of facts and be</p>	<p>2, 3, 4</p>	<p>Staffing costs – additional LSA time £3060</p> <p>Maths resources £2000</p>

Review of arithmetic teaching, monitoring impact & consistency.	supported with ready-made solutions and manipulatives to develop independence and motivation.		
		Total	£15,920

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

Budgeted cost: £30,120

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Reading</p> <p>Audit Reading Intervention support, purchase resources and train staff in its application</p> <p>Targeted groups and individuals have appropriate support planned and in place to improve stamina in reading.</p> <p>Phonics small groups to support KS1 & lower KS2 in targeting appropriate interventions.</p> <p>Reading Explorers (or other structured intervention such as Accelerated Reader) - KS2.</p> <p>Interventions in place and evidence of progress from baseline (PM benchmarking & Pixl assessments)</p>	<p>Networking to see what approaches have worked well in other similar schools.</p> <p>EEF - Small group tuition & 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 more closely matching a learners' needs explains this impact.</p>	1, 4, 5	<p>Purchase of intervention scheme to support PP catch up £10,000</p> <p>Staff training for new intervention £1000</p> <p>LSA Time (afternoons) £6,120</p> <p>Cost of additional resources £1000</p>
<p>Maths</p> <p>Established small group support for eligible disadvantaged pupils with targeted</p>	<p>EEF –Evidence indicates that 1:1/small group tuition can be effective, delivering approximately five additional months' progress on</p>	2, 4, 5	<p>Teacher Time (4 hours a week across the whole year)</p>

<p>time/ interventions (based around EEF) to remove gaps in maths. 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>Pixl Therapy interventions and Ready to Progress materials used to support additional interventions that underpins progression (1:1 & small groups).</p>	<p>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 matched to learners' needs explains this impact.</p>		<p>£5880</p> <p>LSA support time (afternoons) £6,120</p>
		Total	£30,120

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

Budgeted cost: £32,520

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Forest School – all children will have timetabled access to Forest School Support that will benefit reintegration of all (particularly the most disadvantaged)</p>	<p>Outdoor & Adventurous Learning – Impact of Forest School Programmes – Sarah Blackwell. See Rationale Appendix 5.</p>	3, 4, 5	<p>2 LSAs 1 day a week for the year £5,513</p> <p>£1000 to replenish resources</p>
<p>The Den – children with more emotional needs will access daily support in a small group environment & within class with targeted support to reduce anxieties.</p> <p>Purchase of sensory resources for The Den.</p>	<p>Research underpinned by Boxall & Bio Feedback shows significant improvements in self-esteem.</p> <p>EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to</p>	3, 4, 5	<p>½ Cost of HLTA for mornings £9,804</p> <p>£1000 resources</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>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>		<p>Cost of HLTA 3 afternoons a week £5,852</p> <p>Cost of HLTA 3 hours a week & Midday 3 hours a week £6,351</p> <p>Cool Milk £200</p>
<p>PSHE Curriculum – allocated time on a weekly basis focuses on well-being within the whole class based on the You, Me PSHE, Curriculum.</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>3, 4, 5</p>	<p>Cost of license £300</p> <p>Staff training time £500</p>
<p>Subsidising Educational Visits</p>	<p>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.</p>	<p>3, 4, 5</p>	<p>Subsidy contributions £2000</p>
		<p>Total</p>	<p>£32,520</p>

Total budgeted cost: £78,560

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 2021 to 2022 academic year.

Due to COVID-19, performance measures only reported from 2021-22. Prior to this they have not been published for 2020 to 2021, and 2020 to 2021. 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?

Implementation of RWI – *The teaching of phonics has become more consistent following the implementation of this new scheme. Staff have had training to deliver the approach and we moved from having mixed age groups to enable catch up to teaching the majority of pupils within their year groups. Our EYFS outcomes are in line with national data (72%) and our phonics screening score are also in line with national data (add in %).*

Targeted reading interventions - *Though targeted reading interventions were planned, staffing and pupil absences meant this was not as consistently delivered as we intended during the Autumn and Spring term. Where staffing allowed, specific one to one and small group work aimed at improving phonic decoding and inference enabled pupil premium children to progress. When staff absence became an issue (due to increased covid cases), staff time employed by this funding enabled classes to remain open to all children which was fundamental.*

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). Intervention groups and pupil premium tutoring were used to target specific skills identified in pixl assessments which supported improvements in attainment but did not bring us in line with the national picture. Progress was hampered by inconsistent attendance (Covid related). We now need to focus on ensuring children understand basic arithmetic.*

PSHE & Wellbeing programmes - *Forest School was also rolled out to all year groups to enable them to gain more self-confidence and resilience. We enhanced our provision*

to provide two specific targeted groups which improved attendance and behaviour of these pupils.

Targeted nurture support - 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.

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.

