

# Pupil premium strategy statement

## Highgate Primary School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	2024-2025
Date on which it will be reviewed	September 2025
Statement authorised by	Hannah Sale
Pupil premium lead	Hannah Sale
Trustee lead	Gill Hussey and Liz Moore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,305
Recovery premium funding allocation this academic year	£8,265
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£174,267.

# Part A: Pupil premium strategy plan

## Statement of intent

At Highgate Primary School we aim to use the Pupil Premium funding to ensure that our disadvantaged pupils leave our school with the same skills and knowledge as our non-disadvantaged pupils in order to prepare them for the next stage of their journey. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not.

Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them.
- Develop confidence in the ability of our pupils to communicate effectively in a wide range of contexts.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- Remove the barriers for our pupils that lead to poor attendance (below 90%)

The key principles of our strategy plan.

1. We will ensure that we have a detailed understanding of the barriers our disadvantaged pupils face by undertaking a variety of robust assessments which may include looking at:

- Attainment and progress data
- Attendance data
- Information from adults in school and/or parents/carers on well-being, mental health and safeguarding
- Diagnostic assessments which provide opportunities to reflect on our pupils' thinking, strengths and areas for development

2. We will foster a whole school approach where all adults have high expectations for what all pupils can achieve; both disadvantaged and non-disadvantaged.

3. Developing resilience, having positive wellbeing and good attendance for our pupils will be valued and encouraged by all staff.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school in the Foundation Stage with underdeveloped language and in particular social communication skills as well as poor concentration and listening skills.
2	<p>Attendance – The percentage of disadvantage pupils whose attendance is below 90% is greater than that of non-disadvantaged pupils. Our attendance data indicates that disadvantaged pupils have a higher persistence absence than non disadvantaged pupils.</p> <p>Attendance Data for 2022 – 2023:</p> <p>All Pupils: 96.1%      Pupil Premium: 93.8%      Not Pupil Premium: 96.9%</p>

3	<p>KS2 Reading Attainment – 2022-2023 KS2 data shows that 45% (9 of 20) of Pupil Premium pupils achieved the Age Related Standard. This is 32% lower than Non-Pupil Premium Pupils, where 77% met the Age Related Standard.</p> <p>Many pupils do not read regularly at home for pleasure which has an impact on their application of phonological awareness, reading fluency and vocabulary development</p>
4	<p>Parental support and engagement for pupils with a disadvantaged background is very low. Disadvantaged pupils in our school often lack parental support with homework, reading, behaviour and meeting their basic needs.</p>
5	<p>KS2 Writing Attainment – 2022-2023 KS1 Data shows that only 33% (3 of 9) of Pupil Premium pupils achieved the Age Related Standard. This is 38% lower than Non-Pupil Premium Pupils, where 71% met the Age Related Standard. This is due to a lack of transcription skills, poor handwriting and creativity.</p>
6	<p>Our assessments, observations and professional discussions indicate that a number of PP pupils (39%) are on the SEND register. In some cases, their emotional and behavioural needs can also affect their attainment and progress.</p> <p>Teacher referrals for social and emotional support have markedly increased since the pandemic. This includes disadvantaged pupils who currently require additional support with social and emotional needs.</p>
7	<p>Children have gaps in Maths with basic arithmetic and number skills not secure.</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
Improve oral language skills and vocabulary among disadvantaged - EYFS Target	90 % of pupils will achieve 'expected' in the Communication and Language ELGs and in Building Relationships
Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.	85% of pupils will pass the Year 1 phonics screening test.
The overall attainment of disadvantaged pupils in reading, will have improved from the baseline.	KS2 reading outcomes in 23/24 show that more than 80% of disadvantaged pupils met the expected standard.
The overall attainment of disadvantaged pupils in writing, will have improved from the baseline.	KS1 writing outcomes in 23/24 show that more than 80% of disadvantaged pupils met the expected standard.
The emotional well-being, resilience and personal development for all pupils in school, particularly our disadvantaged pupils, will improve and be sustained.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>A significant improvement in the emotional literacy of pupils; including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills.</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

Improve the attendance of all pupils described as persistently absent, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 8% lower than their peers.</p>
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## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Purchase of standardised diagnostic assessments:</p> <ul style="list-style-type: none"> <li>Pixl Platform</li> <li>FFT Aspire</li> </ul> <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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.pixl.org.uk">https://www.pixl.org.uk</a></p> <p><a href="https://www.twinkl.co.uk/resources/twinkl-phonics">https://www.twinkl.co.uk/resources/twinkl-phonics</a></p>	3,4,5, 7
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance through:</p>	<p>The DfE Reading Framework (2023) provides guidance from an evidence-informed position on the best way to teach reading:</p> <p><a href="#">The DfE Reading Framework</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">EEF - Reading Comprehension Strategies</a></p> <p>Pixl Therapy Sessions</p>	3

<p>Release time for English Subject Leads to monitor and evaluate Reading across school</p> <p>Release time for English Subject Leads to attend LA and Trust Subject Lead Network meetings</p> <p>Release time for English Subject Leads to carry out Deep Dives across school</p>		
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:</p> <p>Attendance at LA and Trust run subject leader network meetings and professional development opportunities</p> <p>External Consultants delivering CPD for teachers and support staff</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Using the EEF Recommendations:</p> <ol style="list-style-type: none"> <li>1. Focus on the mechanisms.</li> <li>2. Ensure it builds on knowledge, motivates staff develops teaching techniques, and embeds practice</li> <li>3. Implement professional development programmes with care, taking into consideration the context and needs of the school.</li> </ol> <p><a href="#">EEF   Effective Professional Development   Guidance Reports</a></p>	3,5, 7
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Staff participation in 'Sharing of Good Practice' meetings and ongoing mentoring / coaching activities linked to our School Development Priorities &amp; Rosenshines Principles of Instruction</p> <p>Subject Leader release time to carry out a deep dive within each subject, with a focus on quality first teaching and provision for PP, SEND and the bottom 20%</p>	<p>Quality Teaching and professional development through 'defining a problem you want to solve and identifying appropriate practices'.</p> <p><a href="#">EEF   Putting Evidence to Work</a></p>	3,4,5, 7
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes</p>	3,5

Provide high quality CPD using the Read Write Inc portal for teachers and support staff in Phonics to support pupils who do not pass their phonics screening at end of KS1, link to current scheme of work in KS1 and EYFS Read Write Inc phonics. Provide weekly coaching sessions for staff to develop best teaching practise.	to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.  <a href="#">Phonics I Toolkit Strand I Education Endowment Federation I EEF</a>  <a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a>	
<b>The ELSA Model</b> Training for 2 ELSAs. These are Learning Support Assistants (LSAs) who receive six days of additional training from educational psychologists on aspects of emotional literacy including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills, loss, bereavement and family break-up. ELSAs also receive supervision from educational psychologists once every half term in a local group.	ELSAs are Emotional Literacy Support Assistants. They are teaching assistants who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.  <a href="#">The ELSA Network</a>	6
High Quality CPD in Maths	Maths Improve the subject knowledge and pedagogical knowledge, teaching and supporting the learning of early maths.  <b>NCETM</b> – Specialist Knowledge for Teaching Mathematics – to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching  <b>Ofsted Maths Review</b> – ‘help younger pupils to learn their addition facts by heart and regularly check their recall of this knowledge’. The NCETM’s Mastering Number programme was particularly helpful.  Mastering Number – ensure children leave KS1 with arithmetic facts. Number Sense – KS2 – ensure children can fluently recall multiplication facts.	7

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity and re-sources to meet the specific needs of disadvantaged pupils with SEND / Interventions to support language development, English and Maths</p> <p>Social Communication Groups in EYFS to provide small group social communication language groups for pupils in EYFS to support their progress across all areas of the EYFS curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="#">Communication and Language Approaches   Education Endowment Federation   EEF</a></p>	1
<p><b>National Tutoring program</b></p> <p>The National Tutoring Programme (NTP) provides primary schools with funding to spend on targeted academic support, delivered by tutors and mentors. Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress. School-led tutoring – members of school staff, either currently employed or specifically engaged for this purpose, will target tutoring towards pupils who are eligible for the pupil premium (PP) or who are below the expected standard or grade boundary in an applicable subject.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4,5, 7



<p><b>Interventions to support language development – Reading</b> Additional reading fluency and comprehension intervention sessions targeted at disadvantaged pupils who require further support in developing fluency and comprehension</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="#">Reading Comprehension Strategies I Toolkit Strand I Education Endowment Federation I EEF</a></p>	3,5
<p><b>Interventions to support language development, English and</b> Additional phonics sessions Fast Track Tutoring Read Write Inc targeted at disadvantaged pupils who require further phonics support, using analysis from Twinkl Phonics.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4,5
<p><b>Interventions to support language development, English and Maths</b> Delivering high quality small group intervention based on diagnostic and forensic evidence – PiXL, Read Write Inc phonics assessments, SATs Papers</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	3,4,5,7
<p><b>Interventions to support language development, English and Maths</b> Delivering high quality interventions to support transcription skills (Handwriting, Spelling and Sentence construction)</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	5
<p><b>Interventions to support language development, English and Maths</b> Delivering high quality interventions to support Maths in Key Stage 1/2 using Ark Ready to Progress interventions</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	7
<p><b>Interventions to support aspects of emotional literacy includ-</b></p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention de-</p>	6



<p>ing emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills</p> <p>Trained ELSAs who deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. This will be delivered on an individual basis, or as part of small group work where appropriate, especially in the areas of social and friendship skills.</p>	<p>signed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people.</p> <p>The ELSA programme is recognised as an evidence-informed intervention programme that teaches ELSAs to design bespoke intervention plans tailored to the specific needs of each pupil or group of pupils, and enables schools to intervene early when social, emotional or well-being needs are identified. The setting of targets and progress evaluation allows schools to evidence the impact and response to intervention.</p> <p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting Attendance</b></p> <p>Embedding principles of good practice set out in the DfE's <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working-together-to-improve-school-attendance.pdf">Working together to improve school attendance</a> (publishing.service.gov.uk) advice.</p> <p>This will involve continued training and release time for staff to develop and implement ongoing procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p><i>Forest School and Outdoor Education</i></p>	<p>Improved confidence and self-esteem will have a positive impact on their emotional and mental well-being resulting in better capacity for learning. EEF – Outdoor Adventure Learning Evidence suggests there is a high impact on self-efficacy, motivation and teamwork, resilience</p>	6
<p>Pastoral programmes</p>	<p>Lego Therapy to offer a resolution based therapy targeted at children who need help to overcome a particular difficulty with social or emotional skills that will transfer into class. Drawing &amp; Talking as a therapeutic program to support children with trauma</p>	

	in a safe space that may be a barrier to effective learning or communication. Social and emotional learning will focus on the ways children work alongside their peers, teachers, family and community EEF - Social & Emotional Learning	
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**Total budgeted cost: £ 85,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### **To improve oral language skills and vocabulary among disadvantaged.**

In 2024/25, 50% of pupil premium children achieved the expected standard in speaking and listening. Several children who were previously emerging have made good progress from their starting points within the Development Matters bands. A number of the children who remain emerging also have significant SEN needs linked to communication, language, and listening.

#### **Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.**

Last year, 60% of disadvantaged children passed the phonics screener. There were 10 children and 3 of those have significant SEN needs.

#### **The overall attainment of disadvantaged pupils in reading, will have improved from the baseline.**

The overall attainment of disadvantaged pupils in reading has improved from the baseline.

In Year 2, 57% met the expected standard and 7% achieved greater depth.

In Year 5, 65% achieved the expected standard, with 18% at greater depth.

In Year 6, 40% of pupils met the expected standard. There were 5 children in that cohort, with one not in school and not sitting SATs, and another having significant SEN needs.

#### **The overall attainment of disadvantaged pupils in writing, will have improved from the baseline.**

End of KS2 outcomes showed that 80% of disadvantaged children met the expected standard, compared to 70% of non-disadvantaged pupils. In EYFS, 37% of disadvantaged children reached the expected standard. However, disadvantaged children performed better in their prime areas of learning from their starting points.

#### **The emotional well-being, resilience and personal development for all pupils in school, particularly our disadvantaged pupils, will improve and be sustained.**

We provided protected time and space for ELSA-trained LSAs to deliver The Emotional Literacy Support Assistant (ELSA) programme. We offered a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These activities focused on developing character life skills such as confidence, resilience, and

socialising. Disadvantaged pupils were encouraged and supported financially to participate. Anxieties have also reduced through emotional coaching with ELSAs, and children's ability to regulate their emotions and manage stress effectively has improved. As a result, they have improved their focus, concentration, and participation in class, which has had a direct impact on their academic progress.

In addition, we have introduced The Happy Minds programme to further support children's emotional wellbeing and resilience, helping them develop positive mental health strategies and a growth mindset.