

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 School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	25/1/2022
Date on which it will be reviewed	14/7/2022
Statement authorised by	Governors Resources Committee
Pupil Premium lead	Peter Burge
Governor lead	Liam Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82,045
Recovery premium funding allocation this academic year	£ 9,570
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	£ 91, 615

Part A: Pupil Premium Strategy Plan

Statement of intent

At Highgate Primary School, the Pupil Premium Grant (PPG) is used to support children from disadvantaged groups (economically disadvantaged families, adopted children and children looked after) to make accelerated progress so that the gap between this group of pupils and their peers narrows and, over time, all children meet at least age-related expectations in English and mathematics. Resources may also be used to target higher attaining children eligible for PPG so that their progress at least matches that of their ineligible peers.

Disadvantaged children have been disproportionately affected by COVID-19 disruption. We use the Recovery Premium (RP) to support all children whose education has been adversely affected in this way, with the majority of those helped being eligible for PPG. The intent is to fill gaps in these children's learning that may otherwise prevent them from making the accelerated progress which we are targeting.

The school puts in place significant resources, interventions and support to help achieve these aims, which can include:

- Early identification and intervention in language development and communication through the school's Family Centre
- Supporting pupils' emotional wellbeing through the work of the school's pastoral support team
- Promoting good pupil attendance through the work of the school's Pastoral Lead
- Supporting families through the school's Pastoral Lead, who provides support and advice for families on a range of issues including housing and benefits
- Funding small group work with a specialist teacher
- Funding interventions through external professionals
- Funding one-to-one or small-group support from a teaching assistant
- Funding specific or specialist equipment
- Funding pupils to attend off-site learning activities, including residential visits
- Funding pupils to attend extracurricular clubs that address specific learning needs
- Funding breakfast and after-school booster classes
- Funding booster classes within the school holidays
- Subsidising children to attend Early Birds Breakfast and Night Owls After-school Clubs
- Funding healthy snacks for children who have not had breakfast.

The following principles underpin our pupil premium strategy plan:

- We ensure that the needs of disadvantaged pupils are adequately assessed
- We ensure that teaching and learning opportunities are planned so that the needs of all pupils eligible for PPG are met
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive PPG will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are eligible for PPG. The

school makes this group of pupils an equal priority

- Pupil Premium funding is allocated following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children eligible for PPG will always be in receipt of Pupil Premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of 'cultural capital' within target group, impacting on performance in reading and writing.
2	Oral language skills amongst 0-5s are lower for disadvantaged pupils. This slows academic progress in subsequent years.
3	Pupils eligible for PPG make slower progress in KS1 and KS2 compared to the cohort as a whole.
4	High ability pupils who are eligible for PPG make slower progress than other high ability pupils across Key Stage 2.
5	For some pupils (mostly eligible for PPG), pastoral issues and lower levels of self-confidence impact negatively on their academic progress.
6	Rates of persistent absence for pupils eligible for PPG are above average. This reduces their school hours and causes them to fall behind on average.
7	Levels of parental involvement among this group are lower than overall levels for all parents.
8	Some pupils eligible for PPG were particularly adversely affected by the periods of school closure, and as a result made slower progress.

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
Increased acquisition of 'cultural capital'	Free access to high-quality cultural learning experiences and creative enrichment activities for pupils eligible for PPG, placing culture at the heart of every child's learning and development.
Improve oral language skills for pupils eligible for PPG	Assessments and observations show that pupils eligible for PPG in EYFS and Year 1 make rapid progress in order to meet or exceed age-related expectations for receptive and expressive oral language skills.
Good rates of progress for all pupils eligible for	Assessments and observations show that pupils

PPG in EYFS and KSI	eligible for PPG make accelerated progress in maths, reading and writing in EYFS and KSI.
Accelerated progress across KS2 for pupils eligible for PPG	Assessments show that pupils eligible for PPG make accelerated progress compared to ineligible children across Key Stage 2 in maths, reading and writing.
Appropriate self-confidence and behaviour for learning among pupils eligible for PPG across the school	Fewer behaviour incidents recorded for these pupils on the school system.
Reduced rates of persistent absence amongst PPG across the school	Overall attendance of pupils eligible for PPG is in line with that of ineligible pupils.
Increased levels of parental involvement among PPG parent group	Teacher feedback and liaison with the PSA evidences higher levels of parental engagement with regard to homework, home reading, attendance on school trips, enrichment activities and PSA events.
Those PPG pupils who were less engaged with learning during periods of school closure gain confidence and reduce the learning gap with their peers	Assessments show that pupils receiving Recovery Premium-funded interventions make accelerated progress in English and mathematics.

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: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Little Wandle Letters and Sounds Revisited to secure stronger phonics teaching for all pupils Training for EYFS and KSI staff (initially) in use of the programme	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading...' EEF Little Wandle is a DfE-validated Systematic Synthetic Phonics Programme	3
Production and implementation of revised Scheme of Work for Mathematics, based on White Rose Maths, to embed mastery practice across the school	The White Rose Maths resources, and further materials which we have added, use the mastery principles (see NCETM, Teaching for Mastery) to develop deep and secure mathematical learning 'Manipulatives and representations can be powerful tools for supporting young children	3, 4

Resourcing above with manipulatives Training for all KS1 and KS2 teachers in the above	to engage with mathematical ideas.’ EEF ‘Recommendation 1: Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.’ EEF Guidance for EYFS and KS1 mathematics	
Diagnostic end-of-term tests in Autumn and Spring from WRM	‘Recommendation 1: Use assessment to build on pupils’ existing knowledge and understanding’ EEF Guidance for KS2 and KS3 mathematics	3

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

Budgeted cost: £ 22,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use RP to fund a teacher one day a week to deliver small group and/or one-to-one interventions in Year 2 in mathematics, phonics, reading and writing	Starting in February. ‘Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.’ Educational Endowment Foundation (EEF)	3, 8
Use RP for unfunded part of school-led tutoring provision in English and mathematics in Years 3 and 4	Teacher-led groups of between 3 and 6, 3x a week. ‘Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.’ EEF	3, 8
Use RP for school portion of NTP tutoring in English and mathematics in Year 5	3x weekly, in groups of 3. Teacher-led. ‘...the quality of the teaching in small groups may be as, or more important than, the precise group size...’ EEF	3, 8
Cover teacher to free class teacher for group work with PPG pupils in Year 6, to ensure underachieving PPG cohort make accelerated progress in preparation for secondary transition	Working with children up to 3x weekly across core subjects. ‘There is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school.’ EEF ‘Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.’ EEF	3

Provision of additional practical weekly clubs in science targeted at more able pupils eligible for PPG	'...the ability to reason scientifically ... is a strong predictor of later success in the sciences and this skill can be developed through programmes that allow pupils to design experiments that require them to control variables.' EEF	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 54,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding allocated to enable all children eligible for PPG to attend the school's residential trips (Pendarren House (Year 6) and Tolmers (Years 4 and 5)) and access the school's extensive programme of trips and visits which enrich learning	'...a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school's curriculum and ethos.' York Consulting, 2015 evaluation of evidence collected by the National Association of Environmental Education	1, 5
Funding allocated to enable children eligible for PPG to attend holiday clubs, breakfast club and after-school club	Access to extra-curricular activities has been highlighted by the Social Mobility Commission as boosting confidence, aspiration, soft skills and a sense of belonging and wellbeing – an opportunity often denied to disadvantaged pupils. ('An Unequal Playing Field')	5
Expansion of the school nursery cohort to take in more pupils aged 3-4, building their language skills before they start Reception	'Beginning early years education at a younger age appears to have a high positive impact on learning outcomes... There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.' EEF	2
Convert vacated classroom into community centre to provide drop in sessions for babies and toddlers (opening once conditions allow)	As above. In addition: 'The positive effects (of Sure Start) apply primarily to the parents in terms of greater life satisfaction, engaging in less harsh discipline, providing a less chaotic home environment and a more cognitively stimulating home learning environment' The impact of Sure Start Local Programmes on five year olds and their families The National Evaluation of Sure Start (NESS) Team Institute for the Study of Children, Families and Social Issues, Birkbeck University of London	2

<p>Buy in external professional support, including speech and language therapy, to help children's language development</p>	<p>SLT UK: 'Benefits of early intervention include:</p> <ul style="list-style-type: none"> • Better speech, language and communication outcomes for individuals with speech, language and communication difficulties. • Improved quality of life. • Increased social opportunities. • Increased confidence and self-esteem. • Improving access to education. • Ability to communicate more effectively with others. 	<p>2</p>
<p>Head of Inclusion and SENCO time coordinating 14 professionals offering therapeutic services within school to individual children eligible for PPG (play, music and drama therapy, psychotherapy and counselling)</p>	<p>The Association for Child and Adolescent mental Health</p> <ul style="list-style-type: none"> • 'Schools offer a unique environment from which to support children and young people, in developing good mental health and resilience, preventing mental health problems and supporting the effective treatment of existing conditions. • Mental health problems in childhood are linked to educational failure, which in turn is associated with increased rates of psychiatric disorder. There is emerging evidence for school-based interventions as potentially safe and effective treatments for improving the mental health of children and young people. • A wide range of evidence-based interventions for mental health in schools exist in the UK, focused on several conditions and encompassing mental health wellbeing, prevention, early intervention and treatment.' 	<p>5, 8</p>
<p>Head of Inclusion working with families to raise attendance and liaising with Educational Welfare regarding families who have chosen to home-educate due to the pandemic</p>	<p>Using the principles identified in the DfE 'Improving School Attendance' report, which are informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6, 7</p>
<p>Head of Inclusion time, supported by SENCO , offering advice to vulnerable families, e.g. on secondary transition, housing and benefits</p>		<p>7</p>
<p>Specialist staff/teachers deliver a range of small-</p>	<p>'Arts participation approaches can have a positive impact on academic outcomes in</p>	<p>1, 5</p>

group interventions across the school to build self-esteem and develop personal interests, including PE, art and drama	other areas of the curriculum... Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' EEF	
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Total budgeted cost: £ 91,818

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?

Internal teacher assessments from the end of the 2020/2021 academic year were informed by standardised assessments in reading and mathematics by cohorts from the then Year 2 upwards. The assessment judgements showed underperformance in English and mathematics by pupils eligible for pupil premium, both relative to non-PPG peers (as a percentage achieving the expected level) and compared to expected progress from previous statutory starting points, where available. The pattern is similar to that shown in research looking at the national picture.

While this underperformance continues a pattern which we have been working hard to modify, COVID-19 has exacerbated the situation. We have, in general, found higher attaining pupils to have weathered the disruption better than lower attainers, and PPG children are overrepresented in the latter group, as well as amongst the relatively small group of pupils who found it hard to engage with remote learning. A similar pattern of underperformance is seen in research which has looked at the national picture.

We tried to mitigate these effects through a range of measures. Most widely, we provided high-quality remote learning to all year groups when not in school, using a mixture of Zoom teaching, online resources, independent tasks, and support groups. We invited a significant number of our disadvantaged pupils, including those with SEND, into school as part of our 'key worker' provision, and we provided laptops and internet access to families when needed to access remote learning. Despite these efforts, many of our PPG children have struggled academically and/or pastorally and we are using the additional funding streams provided through the government's catch-up programmes to address this.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Third Space Learning

Further information (optional)

This year is the first of a three-year planning cycle. Strategic priorities for future years are established in the current plan, although specific details of pupil need and of the funding available to meet it will be revised over time.

In the current year, we are also implementing a number of other strategies to help our children eligible for the pupil premium, which are not reliant on pupil premium or recovery premium funding. These include:

- Exploring opportunities to increase cultural capital through prioritising pupil premium children for additional cultural enrichment opportunities, such as participating in debates and enhanced access to workshops, trips and other education opportunities
- Helping boost PPG pupils' self-esteem through the chance to represent the school at a range of sporting competitions
- Using charitable grant-funding to employ a drama therapist to work with groups of vulnerable children, including those eligible for the pupil premium
- Prioritising pupils eligible for the PPG when allocating lead and speaking roles in class assemblies and whole school productions
- Teachers and senior staff continuing to target 'harder to reach' parents of children eligible for PPG, developing relationships and supporting parents to become more involved in the life of the school.