



HIGHGATE
PRIMARY SCHOOL

Pupil Premium Strategy

2023 – 2024

Pupil premium strategy statement

This statement details Highgate Primary 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 (2023 -2024) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 <i>(2021-2024 – Final year of a 3 year strategy)</i>
Date this statement was published	1 st December 2023
Date on which it will be reviewed	16 th July 2024
Statement authorised by	William Dean
Pupil premium lead	Natasha Matthews
Governor Lead	Liz Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,450
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,923
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£96,373

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is used to support children from disadvantaged groups. Disadvantaged groups are: economically disadvantaged families; adopted children and looked after children. At Highgate Primary school, we use the pupil premium grant to support children to make accelerated progress so that the gap between disadvantaged pupils and their peers narrows, so all children meet at least age-related expectations in reading, writing and mathematics.

As a school, we are striving to address the inequality gap caused by disadvantage and widened disproportionately in recent years due to the COVID -19 disruption. In addition to the pupil premium grant, 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 has put in place three different strategic approaches which are funded by the pupil premium grant. We aim to address these gaps through significant resources and support to help achieve these aims which include:

- A consistent approach to teaching and learning using a range of effective strategies and significant resources to engage pupil premium children and all children to support strong outcomes.
- Supporting parents to support their children's learning at home.
- Supporting pupils' emotional wellbeing through the work of the school's pastoral support and external professionals.
- Funding small group work with a specialist teacher.
- Funding one-to-one or small-group support from a teaching assistant.
- Funding specific or specialist equipment.
- Promoting good pupil attendance.
- Developing pupil's self-regulation strategies.
- Funding pupils to attend off-site learning activities, including residential visits.
- Funding pupils to attend extracurricular clubs that address specific learning and social and emotional needs.
- Subsidising children to attend Early Birds Breakfast and Night Owls After-school Clubs
- Funding healthy snacks for children who have not had breakfast.
- Early identification and intervention in language development and communication through the school's Family Centre.
- Supporting families through the school's Pastoral Lead, to provide a range of support and advice for families on a range of issues including housing and benefits.

The following principles underpin our pupil premium strategy plan:

- We ensure that the needs of disadvantaged pupils are robustly 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 PPG in EYFS and KS1	Assessments and observations show that pupils eligible for PPG make accelerated progress in

	maths, reading and writing in EYFS and KS1.
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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of high quality resources for continued application of the Little Wandle for a consistent approach across the school. Continue to support teachers in CPD and delivery reviews; using the early phonics to target children.	'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, 2 & 8
Purchase of high quality resources for continued delivery and monitoring of Mathematics scheme of work. Staff CPD to ensure mastery principles are delivered and a consistence	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	3 & 4

approach across the school.	powerful tools for supporting young children 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
Teaching using metacognitive strategies and resources to support delivery of self-regulation strategies for pupils across the school.	"Explicit teaching of metacognitive and self regulatory strategies encourage pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future." (EEF)	3, 4, 5 & 8

Targeted academic support

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Recovery Premium to fund a teacher one day a week to deliver small group and/or one-to-one interventions in KS2 in mathematics, phonics, reading and writing	'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 pupil premium for unfunded part of school-led tutoring provision in English and mathematics across the school	Teacher-led groups of between 3 and 6, 3x a week. 3x weekly. Teacher-led. '...the quality of the teaching in small groups may be as, or more important than, the precise group size...' EEF 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.' EEF	3, 4 & 8
Cover teacher to free class teacher for group work with PPG pupils in Year 6, to ensure underachieving PPG cohort make accelerated	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	3 & 4

progress in preparation for secondary transition	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	
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

Wider strategies

Budgeted cost: £ 49,373

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 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 residential 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 clubs.	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
Buy in external professional support, including speech and language therapy, to help children's language development	SLT UK: 'Benefits of early intervention include: <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. 	2
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;	The Association for Child and Adolescent mental Health <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 	5 & 8

psychotherapy and counselling)	<p>problems and supporting the effective treatment of existing conditions.</p> <ul style="list-style-type: none"> • 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.' 	
Head of Inclusion and pastoral lead working with Education Welfare to support families to raise attendance.	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.	6 & 7
Pastoral Lead offering advice to vulnerable families, e.g. on secondary transition, housing and benefits.	Parental engagement refers to teachers and schools involving parents in supporting their children's learning. It includes:....'more intensive programmes for families in crises'.	7
Specialist staff/teachers deliver a range of small-group interventions across the school to build self-esteem and develop personal interests, including PE, art and drama.	'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum... Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' EEF	1 & 5
Contingency fund for acute issues.	Contingency fund for acute issues that arise within the academic year. Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 96,373.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The second year of Highgate primary school's strategic plan continued to effectively plan for and use the pupil premium and recovery premium for the academic year of 2022/2023 to improve pupil outcomes. The teaching of phonics and early reading continues to be a priority for the school and has been underpinned by CPD sessions and monitoring throughout the year. Parents and carers have been supported by the school to deliver effective reading support at home with their children. The school has also invested in high quality tangible and digital books to support the teaching of phonics and early reading in school and for parents to access at home. As a result, in the Early Years (reception) 100% of our children eligible for pupil premium made a Good Level of Development. Similar positive results were repeated in the Year 1 Phonics screening. At the end of the academic year 2022/23, 80% of our children eligible for pupil premium in Year 1 achieved the expected standard, in-line with the overall school progress and above the local and national average.

The long-term outcomes of our 3 year strategy are beginning to materialise, however we recognise that as a school there is still work to be done for our children eligible for pupil premium in other cohorts where learning was significantly disrupted due to the pandemic. Targeted academic support and additional teaching support were deployed to address gaps in cohorts most in need. As a result, targeted more able pupils, who are eligible for pupil premium have made good in year progress across the school.

The focus to further develop the cultural capital of our pupils to contribute towards making outcomes more equitable, as well as develop their social and emotional well-being ensured that a thorough investigation of the children's participation in enrichment activities took place. All pupil premium children were offered a funded after school club place of their choosing for the academic year. The school continued to action the wider aims of the planned strategy through the following:

- Prioritising pupils eligible for the PPG to represent their class and school in a range of activities.
- 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.
- 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.