# Pupil Premium Strategy Evaluation 2018/19

## 1. Summary information

| School | Highgate Primary Academy | | | | |
|---|---|---|---|---|---|
| **Academic Year** | 2018-19 | **Total PP budget** | £135,960 | **Date of most recent PP Review** | Dec '17 |
| **Total number of pupils** | 326 FTE | **Number of pupils eligible for PP** | 102 | **Date for next internal review of this strategy** | Sept '19 |

## 2. Current attainment

| | Pupils eligible for PP (Highgate) 2018 | Pupils not eligible for PP (national average) 2018 | *Pupils eligible for PP (Highgate) 2019* |
|---|---|---|---|
| **% achieving in reading, writing and maths** | 66% | 75% | *88%* |
| **% making progress in reading** | 93% | 92% | *88%* |
| **% making progress in writing** | 88% | 95% | *88%* |
| **% making progress in maths** | 90% | 91% | *88%* |

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

| A. | Large % of Pupil Premium children who require additional social and emotional support in reducing barriers to learning |
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| B. | Large % of children in LKS2 who require specialised learning support and provision due to additional needs |
| C. | Communication and Language, Literacy, Numeracy and PSED skills are lower in EYFS for Pupil Premium pupils than Non Pupil Premium pupils, impacting on all areas within KS1 |

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

| D. | Persistent Attendance rates for pupils eligible for PP are 20.2% (31.3% for PP/SEND pupils). This reduces their school hours and causes them to fall behind on average (as of end of 2017/18). |
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## 4. Desired outcomes

| | Desired outcomes and how they will be measured | Success criteria |
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| **A.** | Increased levels of attainment and progress for pupil requiring additional social and emotional support in reducing barriers to learning | Pupils identified in this group will progress at a more rapid rate than 'other' pupils in the class, closing the gap in attainment |
| **B.** | Increased levels of attainment and progress for those pupils in LKS2 with additional learning support and provision due to additional needs | Pupils identified in this group will progress at a more rapid rate than 'other' pupils in the class, closing the gap in attainment. Attendance figures for this group will improve. |
| **C.** | Improve Communication and Language, Literacy, Numeracy and PSED skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| **D.** | Increased attendance rates and decreased PA rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to be in line with National figures. Overall PP attendance improves from 93% to 96% in line with national 'other' pupils. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2018/19 | | | | |
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Evaluation |
|---|---|---|---|---|---|
| A. Increased levels of attainment and progress for pupil requiring additional social and emotional support in reducing barriers to learning | Smaller class sizes in Y6 and Y5 with additional TA support in each class. | Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ | Gaps Analysis to indicate precision teaching and Class teachers to plan and work together to ensure Quality First Teaching Pupil Progress meetings and data analysis. | HB | **Costings:** *£52970 Teaching Support* *£16201 Classroom Support* **Evaluation:** Please see the 'Pupil Premium outcomes Overview 2018-19' at the end of this document. Of particular note, KS2 Outcomes show that PP pupils progressed higher than other pupils in the cohort in reading and writing. In maths, they progressed higher than the National average for other pupils. |
| B. Increased levels of attainment and progress for those pupils in LKS2 with additional learning support and provision due to additional needs | Teacher CPD and Teacher/SLT Working Party to ensure high quality feedback during lessons    Mastery Learning | Monitoring demonstrates that this group are not accessing current feedback procedures as successfully as 'others'. Many different evidence sources, e.g. EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed and develop further across the school. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/  Pupils require a deeper and more secure understanding of concepts in maths and literacy in order to improve attainment. Following guidance of a number of meta-analyses which indicate that, on average, mastery learning approaches at all levels are effective - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ | Monitoring to take place such as work scrutiny and observations.  Pupil Progress Meetings will demonstrate pupil progress. | HB | Please see the 'Pupil Premium outcomes Overview 2018-19' at the end of this document. When comparing the Y4 cohort with their previous results, progress can be seen in reading, writing and maths. |

| C. Improve Communication and Language, Literacy, Numeracy and PSED skills for pupils eligible for PP in Reception class. | Teaching Staff CPD for high quality Phonics provision | Our professional knowledge, experience and research shows that phonics approaches have 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 (see https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/). Training ensures up to date practice and those new to the school have a clear understanding of quality first teaching in this area. | Gaps Analysis to indicate precision teaching. Monitoring to take place such as work scrutiny and observations. | HB/HS | **Costings:** *£420* **Evaluation:** This year, 88% of Disadvantaged pupils passed the Phonics Screening Check, 3% above Non-Disadvantaged pupils. In EYFS, Disadvantaged pupils achieved in line with Non-Disadvantaged in achieving ARE in Reading. |
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| | Smaller Phonics groups (additional classroom support) | Professional knowledge, experience and research (see above) shows that smaller phonics group sizes allow for more targeted support and more precise teaching. | Phonics Lead to work throughout daily phonics sessions to support staff. Pupil Progress Meetings will demonstrate pupil progress. | | *£12,367 Classroom Support* (See above for Evaluative comments) |
| **Total budgeted cost: Quality of Teaching for All** | | | | | £81,958 |

| ii. Targeted support | | | | | |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Evaluation** |
| A.<br>Increased levels of attainment and progress for pupil requiring additional social and emotional support in reducing barriers to learning | SEMH: Training of key staff members in additional support for behaviour/self esteem of targeted pupils through the work of additional consultancy | Children in this group require a high level of personalised support with self-regulating. EEF research shows the positive impact of targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Evident at https://www.thriveapproach.com/ | 2 staff/SLT members released from school for all training sessions. Staff training sessions to disseminate practice. Pupil Progress meetings to identify need with teachers and Intervention Tracking to assess progress | Assistant Head | **Costings:** *£2680 EP Service*<br><br>**Evaluation:** Please see the 'Pupil Premium outcomes Overview 2018-19'. Through a very structured team approach children's needs are identified, staff supported and tailored provision provided to ensure that all children can access the curriculum fully and maximise progress.<br><br>Identified pupils received additional support and increased opportunities for professionals to share during the transition window, enabling them to thrive in a 10 day placement over 5-weeks in their new setting. Personalised provision planned for September. Transition a key component of curriculum development. |
| | Transition | Children in this group require high levels of self-regulation support. EEF Attainment Gap 2017 report states that the transition between phases of education is a risk-point for vulnerable learners such as this. The school needs to further assist pupils in the next stage of their education by working with feeder secondary schools to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ | School Leaders to work as part of the Dearne Strategy Group throughout the school year<br>Learning Mentor and Family Support to work with secondary school to plan transitional support. | Dearne Principals, Y6 teachers and FLO | |

| B. Increased levels of attainment and progress for those pupils in LKS2 with additional learning support and provision due to additional needs | Teaching assistant CPD for personalised needs (eg. Beat Dyslexia, Autism Awareness)<br><br>(SEMH: Training of key staff members in Thrive (see above) | We want to provide extra targeted support to help pupils with specific learning needs to excel. Small group interventions with highly trained teaching assistants will enable this. The EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ | Impact overseen by Class Teachers and SENCo using half termly Intervention tracker- SENCo to have half termly meetings with teachers timetabled<br><br>Teaching assistant (TA) CPD for TAs supporting the sessions with SEND Consultant | SENCO | **Costings:** *£7807 SEN Consultancy & support*<br><br>**Evaluation:** Key staff trained and interventions with identified pupils showed to have positive impact. More widely, approach shown to have had positive impact on the outcomes of SEND, LAC and SEND/PP pupils also. |
| --- | --- | --- | --- | --- | --- |
| C. Improve Communication and Language, Literacy, Numeracy and PSED skills for pupils eligible for PP in Reception class. | Introduction of targeted LINGO Speech and Language Intervention | Extra targeted support for Communication and Language will enable pupils to access the curriculum in all areas. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families, see: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully | Assistant Head and EYFS lead to work with class teachers to identify pupils will highest need of Intervention programme.<br><br>Pupil Progress meetings and Intervention tracking. | EYFS lead and Assistant Head | **Costings:** *LINGO programme: £1280*<br><br>**Evaluation:** In EYFS, Disadvantaged pupils achieved in line with Non-Disadvantaged in achieving ARE in all areas identified within the desired outcome. |
| | | | | **Total budgeted cost: Targeted Support** | £11,767 |

| i. Other approaches | | | | | |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Evaluation** |
| A.<br>Increased levels of attainment and progress for pupil requiring additional social and emotional support in reducing barriers to learning | Provision of further SMSAs and learning mentor time to improve attendance, behaviour, self-esteem, team work during dinner times. | This will increase staff to pupil ratio on playground, ensure high quality play leadership provision available for all to help develop skills and confidence, enable positive role models for learning.<br>Learning mentor role will enable the unpicking of issues and enact post incident learning. This will in turn enable pupils to develop skills of self-regulation. | Incident monitoring cycle through observations and reported incident monitoring; Inclusion meetings to monitor progress | AR/HB | **Costings:** *£2175*<br><br>**Evaluation:** Identified children received support for unstructured times, through games and activities, allowing them to fully access lunch provision. |
| | Access to enrichment activities (ie. Trips, Ahead Partnership and the 'Highgate Difference Award' provision) | Such activities widen outlook, allow for recognition of outstanding effort and attitude, highlight necessity for equality, enrich the curriculum and remove cost barriers. Having a broad range of visits and experiences develops SMSC opportunities and the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Research at https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully states that providing pupils with access to a full range of educational experiences can decrease outcome gaps.<br><br>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit shows digital technology is associated with learning gains. | Implementation of Astrea Promise timelines, enrichment activities planned based on curriculum needs. Provision will be selected using evidence of effectiveness. | SMSC lead and HB | **Costings:** *£5750*<br>**Evaluation:** Children have had the opportunity to visit many places including Northern France;<br>Astrea Promise activities have been undertaken by all Children;<br>Continuing of School Council and pupil leadership groups; HDA Awards very well attended with a number of guests including ex-pro footballer Bruce Dyer giving a speech and prizes;<br>Workplace projects have included a world of Work day, Careers Event and PlusNet Challenge |
| | Upkeep of individual tablets for learners | | ICT consultant and teacher expertise and regular monitoring | RR | **Costings:** *£2200*<br>**Evaluation:** Tablets have been used well to enhance teaching and learning experienced and maximise progress. |

| C.<br>Improve Communication and Language, Literacy, Numeracy and PSED skills for pupils eligible for PP in Reception class. | EYFS 'BEFT' project to improve outdoor provision | Improved provision, with clear shared staff leadership and targeted outcomes for each area, will enhance learning experience of pupils and increase attainment. | INSET timetabled to allow for work on outdoor provision, monitoring and observations of interaction with provision, pupil progress meetings will explore progress in response to changes | EYFS lead | **Costings:** *£500*<br><br>**Evaluation:** *Outdoor area strategically improved. End of year data shows that PP pupils performed in line with Non-PP pupils in meeting ARE for each of these areas.* |
|---|---|---|---|---|---|
| D. Increased attendance rates | Additional EWO time to support PSA with attendance, home visits, welfare meetings<br>Improved levels of attendance and punctuality and reduce PA<br><br>Parent Support Advisor Role | Attainment cannot improve if pupils are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.<br><br>Families will have access to additional support where necessary. Barriers impacting on pupil progress such as home conditions / parenting / social care needs will be reduced impacting on the child's overall well-being and attendance rates. | Though weekly meetings with EWO, daily first response provision. Inclusion Team, SLT, Attendance Lead and EWO to collaborate. | AR | **Costings:** *EWO £5300; FLO £33,237*<br><br>**Evaluation:** Families are extremely well-supported by this person and this role. 41 families current supported by TAC Plan or EHA, as well as 50+ families monitored for vulnerability. Attendance continues to be a school focus in the coming year, though case studies show improvements for identified pupils. |
| **Total budgeted cost: Other Approaches** | | | | | *£49,162* |
| **Total PP budget spent** | | | | | *£135,960* |
| **Total additional spend from school budget** | | | | | *£6927* |

# Pupil Premium outcomes Overview 2018-19

## Attainment

| | Reading | | Writing | | Numeracy | |
|---|---|---|---|---|---|---|
| | Disadvantaged | Non- | Disadvantaged | Non- | Disadvantaged | Non- |
| Year 1 | 44% | 55% | 44% | 58% | 56% | 61% |
| Year 2 | 67% | 81% | 56% | 81% | 61% | 85% |
| Year 3 | 62% | 82% | 62% | 79% | 69% | 100% |
| Year 4 | 64% | 74% | 57% | 74% | 71% | 70% |
| Year 5 | 65% | 88% | 65% | 83% | 65% | 97% |
| Year 6 | 88% | 86% | 88% | 100% | 88% | 100% |

## Good or better progress

| | Reading | | Writing | | Numeracy | |
|---|---|---|---|---|---|---|
| | Disadvantaged | Non- | Disadvantaged | Non- | Disadvantaged | Non- |
| Year 1 | 78% | 91% | 67% | 86% | 89% | 82% |
| Year 2 | 89% | 100% | 89% | 100% | 89% | 100% |
| Year 3 | 85% | 96% | 85% | 89% | 92% | 100% |
| Year 4 | 100% | 100% | 71% | 100% | 79% | 89% |
| Year 5 | 82% | 97% | 82% | 97% | 82% | 97% |
| Year 6 | Prog. Score: 1.5 | 0.4 | Prog. Score: 1.5 | 1.2 | Prog. Score: 0.7 | 2.2 |