

Highgate Primary Academy Pupil Premium Strategy



| 1. Summary information | | | | | |
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| School | Highgate Primary Academy | | | | |
| Academic Year | 2019-20 | Total PP budget | £120,420 | Date of most recent PP Review | Dec '17 |
| Total number of pupils | 328 FTE | Number of pupils eligible for PP | 92 | Date for next internal review of this strategy | July '20 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 88% | 71% ('19) |
| % making progress in reading | 88% | 92% ('18) |
| % making progress in writing | 88% | 95% ('18) |
| % making progress in maths | 88% | 91% ('18) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Large % of Pupil Premium children who require additional social and emotional support in reducing barriers to learning |
| B. | Large % of children in KS2 who require specialised learning support and provision due to additional needs |
| C. | The gap between Pupil Premium and Non-Pupil Premium children is wider within Communication and Language and PSED skills in EYFS, impacting on all areas within KS1 |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Persistent Attendance rates for pupils eligible for PP are 27.6% (33% for PP/SEND pupils). This reduces their school hours and causes them to fall behind on average. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | LONGER TERM OUTCOME: Increased levels of attainment and progress for pupils 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. | LONGER TERM OUTCOME: Increased levels of attainment and progress for those pupils in KS2 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, Physical Development 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. | LONGER TERM OUTCOME: 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 in line with national 'other' pupils. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2019/20 | | | |
| 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 | When will you review implementation? |
| B. Increased levels of attainment and progress for those pupils in KS2 with additional learning support and provision due to additional needs | Smaller class sizes in Y6 and Y5 with additional TA support in each class. Costings: £52970 Teaching Support £16201 Classroom Support | 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 | HB | Ongoing analysis at termly data collection points <i>Longer Term: Ongoing analysis of end of Key Stage outcomes</i> |
| | Teacher CPD and Teacher/Embed high quality feedback | 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/ | Monitoring calendar Pupil Progress Meetings will demonstrate pupil progress. Lesson Observations, learning | JT/ HB | Work scrutiny and pupil voice <i>(Ongoing: half termly monitoring calendar)</i> |

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| | <p>Mastery Learning</p> | <p>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-summaies/teaching-learning-toolkit/mastery-learning/</p> | <p>walks, book scrutinies, pupil voice</p> | | <p><i>Ongoing: half termly monitoring calendar</i></p> |
| | <p>Whole school 'Autistic Friendly Classrooms' training and continued support Costings: £7807 SEN Consultancy & support</p> | <p>'Meeting Individual Learning Needs' is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> | <p>SEND learning walks and lesson 'drop ins'</p> | | <p>Fortnightly SENCO learning walks, half termly SEND/Pupil Premium pupil voice (<i>ongoing</i>)</p> |
| | <p>Developing Oral Language skills (developing debating skills in KS2, KS1 vocabulary acquisition & increased cultural capital through exposure to high quality texts & discussion)</p> | <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1 Literacy Guidance.pdf</p> | <p>Monitoring activities (as above), monitoring of reading outcomes in GL assessments and fluency intervention data</p> | | <p>Termly reading assessments and data collection and analysis points (<i>ongoing</i>)</p> |

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| C. Improve Communication and Language and PSED skills for pupils eligible for PP in Reception class. | Teaching Staff CPD for high quality Phonics provision <i>Costings: £780</i> | 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/JM | Autumn Term 2019: Refresher training for those delivering the programme. End of Autumn Term: Learning walk |
| | Smaller Phonics groups (additional classroom support) <i>Costings: £12,367 Classroom Support</i> | 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 implement new in-depth phonics tracker. Pupil Progress Meetings will demonstrate pupil progress. | | <i>Longer term: Regular monitoring of assessment grouping data on a half termly basis, with emphasis on progress points; analysis on Year 1 Phonics Screening outcomes</i> |
| Total budgeted cost: Quality of Teaching for All | | | | | £90,125 |

ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A. Increased levels of attainment and progress for pupil requiring additional social and emotional support in reducing barriers to learning | <p>SEMH: Training of key staff members in Level 3 Mental Health training and Level 1 Mental health first aid; Team-Teach training</p> <p><i>Costings: £2680 EP Service</i></p> <p>Transition</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. For more information about the benefits of Team Teach, please see; http://www.teamteach.co.uk/about-training/benefits-and-results</p> <p>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/</p> | <p>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</p> <p>School Leaders to work as part of the Dearne Strategy Group throughout the school year Learning Mentor and Family Support to work with secondary school to plan transitional support.</p> | <p>Assistant Head</p> <p>Dearne Principals, Y6 teachers and FLO</p> | <p>Autumn Term: Level 3 training Spring Term: Level 1 training February INSET day- Mental Health focus. Evaluated through behavioural data analysis termly</p> <p><i>Longer term: Mental Health strategy and action plan in place by Sept 2020, with clear success criteria identified for termly evaluation and annual evaluation in July 2021</i></p> <p>Annually- Summer Term</p> |

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| <p>B.</p> <p>Increased levels of attainment and progress for those pupils in KS2 with additional learning support and provision due to additional needs</p> | <p>Whole staff CPD for personalised needs (eg. Beat Dyslexia, Autism Awareness)</p> <p>Implementation of standardised test scores in Reading and Spelling (GL assessments. Interventions accordingly.</p> <p><i>Costings: £200 SEN Consultancy & support (£7807, as identified above).</i></p> | <p>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/</p> | <p>Impact overseen by Class Teachers and SENCo using half termly Intervention tracker- SENCo to have half termly meetings with teachers timetabled</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions with SEND Consultant</p> | <p>SENCO</p> | <p>Fortnightly SENCO learning walks, half termly SEND/Pupil Premium pupil voice (<i>ongoing</i>)</p> <p>Termly teaching assessment and summative reading test assessment analysis and pupil progress meetings (<i>ongoing</i>);</p> <p><i>Longer Term: KS2 outcomes, July 2021</i></p> |
| <p>C.</p> <p>Improve Communication and Language, Literacy, Numeracy and PSED skills for pupils eligible for PP in Reception class.</p> | <p>Continuation of targeted LINGO Speech and Language Intervention</p> <p><i>Costings: LINGO programme: £1280</i></p> | <p>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</p> | <p>Assistant Head and EYFS lead to work with class teachers to identify pupils will highest need of Intervention programme.</p> <p>Pupil Progress meetings and Intervention tracking.</p> | <p>EYFS lead and Assistant Head</p> | <p>Termly Intervention data throughout the intervention</p> <p><i>Longer term: Analysis of EYFS GLD outcomes annually; KS1 data in 2021</i></p> |
| <p>Total budgeted cost: Targeted Support</p> | | | | | <p>£4,160</p> |

| 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. 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. <i>Costings: £2175</i> | 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. 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 | Termly analysis of behaviour data and weekly analysis of attendance data; termly analysis of student leadership and extra-curricular group representation (<i>ongoing</i>) |
| | Developing in-house music and singing opportunities (performance/choir/ access to instruments/ music curriculum review) <i>Costing: £250</i> | The Education Endowment Foundation has researched the positive benefits of Art Participation - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013 | Headteacher to lead music this academic year (music specialism) Headteacher to draw on support of Deputy Director of Education for Astrea Academy Trust (music specialism) and training | SMSC lead and HB | 2019-20: Termly teacher assessment data; analysis of pupil exposure to music and singing opportunities; music learning walks <i>Longer term: Further embedded into monitoring calendar and extra-curricular data analysis practices</i> |
| | Access to enrichment activities (ie. Trips, Ahead Partnership and the 'Highgate Difference Award' provision) <i>Costings: £5750</i> | <u>Singing</u> - Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, <i>The Genius of Natural Childhood</i> . https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. | Implementation of Astrea Promise timelines, enrichment activities planned based on curriculum needs. Provision will be selected using evidence of effectiveness. | | 2019-20: Astrea Promise termly data input and mapping across long term curriculum maps <i>Longer term: Regular termly British Values pupil voice opportunities</i> |
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| | | 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. | | | |
| | Upkeep of individual tablets for learners <i>Costings: £3,373</i> | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit shows digital technology is associated with learning gains. | ICT consultant and teacher expertise and regular monitoring | RR | Termly monitoring cycle: Lesson observations and pupil voice (<i>ongoing</i>) |
| E. Increased attendance rates | Additional EWO time to support PSA with attendance, home visits, welfare meetings Improved levels of attendance and punctuality and reduce PA Parent Support Advisor Role <i>Costings: EWO £5300; 50% of FLO £16,618</i> | Attainment cannot improve if pupils are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 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. Increased monitoring and intervention systems for poor punctuality and attendance / Clear digital weekly attendance display or entrance screen. | AR | Weekly Attendance Tracker/ Half termly/Termly/Annually <i>Longer term: July 2021</i> |
| Total budgeted cost: Other Approaches | | | | | <i>£33,466</i> |
| Total across all areas: | | | | | <i>£127,751</i> |
| Total PP budget spent | | | | | <i>£120,420</i> |
| Total additional spend from school budget | | | | | <i>£7,331</i> |

Proportionate Allocation of Pupil Premium Funding in respect of long term desired outcomes:

| Allocation Area | Amounts Allocated | Proportion of Spending |
|--|-------------------|------------------------|
| Social and Emotional support, Engagement & Aspirations | £10,855 | 9% |
| Quality First Teaching & Targeted Academic Provision | £94,978 | 74% |
| Attendance | £21,918 | 17% |