# Pupil premium strategy statement 021- 2024

# This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Highgate Primary Academy |
| Number of pupils in school | 341 |
| Proportion (%) of pupil premium eligible pupils | 103 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 21 |
| Date on which it will be reviewed | July 22 |
| Statement authorised by | Devinder Riat |
| Pupil premium lead | Kate Salkeld/  Sarah Sankey |
| Governor / Trustee lead | Joe Woffenden |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 134,435 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £ 134,435 |

# Part A: Pupil premium strategy plan

## Challenges

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

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| Challenge number | Detail of challenge | Leads |
| 1 | Attendance and Persistence Absenteeism | AR/LC |
| 2 | Child and Family Mental Health Issues. | AR/KS/LP/LS |
| 3 | Cultural Capital and Life Opportunities/Outdoor Learning/Forest school | NH |
| 4 | Aspirations across the curriculum | LG/LS |
| 5 | Academic Opportunities in Reading Writing, Spoken Lang, Maths | LS/DC/Phase Leaders. |

## 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.

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| Intended outcome | Success criteria | Funding |
| 1. Increased Attendance rates and Decreased PA rates for Pupils eligible for PP | EWO effectively supporting families.  Continue to apply new systems rigorously.  2 pupils on PTT to be reduced to 0.  PA pupils attending school to be in line with National Average. PA families engaged in school and supported to attend.  Overall PP attendance improved to be in line with national average.  Rewards  Training for families - JS | 10,000 |
| 1. Impact on the mental health, well-being and personal development of all children with a focus on PP children adversely effected anxiety and home challenges. | For pupils in receipt of the pupil premium: Teachers are aware of effects of SEMH, family situation/home challenges and other anxiety or medical needs.  Nurture provision set up.  Assess the needs of our school community and support pupils as required.  Timely signposting and support made available.  Provide further Social, Emotional and Mental support to pupils and families. | 18,351 |
| 1. Cultural Capital and Life Opportunities/Outdoor Learning/Forest school | Outdoor learning to be improved:  EYFS – Quad learning area is redesigned to ensure learning (CL) in all areas is promoted clearly.  Train and start the Forest School programme.  Plan educational trips/Visitors to school to bring the curriculum to life/ and activity engage all pupils.  Links with Religious places of worship to be established.  Develop links with Secondary school, Colleges, and workplaces to raise aspirations.  One teacher day 6.5 hours to be used for 30mins clubs over 2 half terms.  Find external providers – Fee Paying (PPF subsidised) clubs that can be run after school (Climbing, Archery, Boating)  Dance Mania/Multi-skills for Games- Bruce Dyer ( PPF partly funds)  Re-establish Astrea Promise – activities planned over the three terms. | 53,760 |
| 1. Aspirations across the curriculum | Specialist to share their knowledge and experience linked to subjects - Chef.  Life skills workshops. Using a washing machine, folding cloths etc.  World of Work day.  Pupils as leaders Project – TASC Wheel and across the school.  Work experience day in school – Linked to Office, Premises, TAs, IT, SMSA, Cleaners, Hair Dressing, Art for sale, Cooking.  Introduce Shine Days: Presentation of learning to parents for different subjects/Fund raising  Art Gallery. | 26,880 |
| 5. Improved spoken language, reading, writing and maths outcomes at EYFS, KS1 and KS2 for PPF/higher attainers/more able pupils | For pupils in receipt of the pupil premium: Improved EYFS/GLD/ Phonics/KS1 and KS2 Oral, Reading, Writing and Maths outcomes from 21-22 published outcomes at National Standard and Greater Depth.  Pupil lead Assemblies to develop public speaking and presentation skills.  TASC wheels to develop Pupil lead learning.  Blooms to develop mastery.  Reviewing the revision materials,  Planned opportunities to follow – up and improve on prior work completed.  Handwriting Scheme/Ruled books.  Redeveloping the Home Learning offer/Home work – planned and shared with parents and pupils – make expectations clear and resources explicit. SEASAW is the main homework tool.  QFT/ Projects related to developing retention/memory across subjects.  Planned opportunities for Interventions in Reading, Writing, Maths and pastoral.   * Thrive, Boxall, SALT and others as training is completed. | 25,444. |

## 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: £ 65,000

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| Activity 1. | Evidence that supports this approach | Challenge number(s) addressed |
| Additional EWO time to support PSA with attendance, home visits, welfare meetings. Improved levels of attendance and punctuality and reduce PA  Time with EWO to support FLO and Attendance Officer with attendance tracking, to complete home visits, welfare meetings and early interventions.   1. Continue to apply new systems rigorously. 2. 2 pupils on PTT to be reduced to 0. 3. PA pupils attending school to be in line with National Average. PA families engaged in school and supported to attend.   Overall PP attendance improved to be in line with national average. |  | 1 |
| Activity 2. | Evidence that supports this approach | Challenge number(s) addressed |
| SEMH Training of key members of staff in Level 3 mental health training and level 1 mental health training.  For pupils in receipt of the pupil premium: Teachers are aware of effects of SEMH, family situation/home challenges and other anxiety or medical needs.  Assess the needs of our school community and support pupils as required.  Timely signposting and support made available.  Provide further Social, Emotional and Mental support to pupils and families. |  | 2 |
| Activity 3. | Evidence that supports this approach | Challenge number(s) addressed |
| Outdoor learning to be improved:  EYFS – Quad learning area is redesigned to ensure learning (CL) in all areas is promoted clearly.  Train and start the Forest School programme.  Plan educational trips/Visitors to school to bring the curriculum to life/ and activity engage all pupils.  Links with Religious places of worship to be established.  Develop links with Secondary school, Colleges, and workplaces to raise aspirations.  One teacher day 6.5 hours to be used for 30mins clubs over 2 half terms.  Find external providers – Fee Paying (PPF subsidised) clubs that can be run after school (Climbing, Archery, Boating)  Dance Mania,/Multiskilled for Games- Bruce Dyers ( PPF partly funds)  Re-establish Astrea Promise – activities planned over the three terms. |  |  |
| Activity 4. | Evidence that supports this approach | Challenge number(s) addressed |
| Specialist to share their knowledge and experience linked to subjects - Chef.  Life skills workshops. Using a washing machine, folding cloths etc.  World of Work day.  Pupils as leaders Project – TASC Wheel and across the school.  Work experience day in school – Linked to Office, Premises, TAs, IT, SMSA, Cleaners, Hair Dressing, Art for sale, Cooking.  Introduce Shine Days: Presentation of learning to parents for different subjects/Fund raising  Art Gallery. |  |  |
| Activity 5. | Evidence that supports this approach | Challenge number(s) addressed |
| For pupils in receipt of the pupil premium: Improved EYFS/GLD/ Phonics/KS1 and KS2 Oral, Reading, Writing and Maths outcomes from 21-22 published outcomes at National Standard and Greater Depth.  Pupil lead Assemblies to develop public speaking and presentation skills.  TASC wheels to develop Pupil lead learning.  Blooms to develop mastery.  Reviewing the revision materials,  Planned opportunities to follow – up and improve on prior work completed.  Handwriting Scheme/Ruled books.  Redeveloping the Home Learning offer/Home work – planned and shared with parents and pupils – make expectations clear and resources explicit. SEASAW is the main homework tool.  QFT/ Projects related to developing retention/memory across subjects.  Planned opportunities for Interventions in Reading, Writing, Maths and pastoral.  Thrive, Boxall, SALT and others as training is completed. |  |  |

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

Budgeted cost: £ *25,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing Oral Language skills (developing debating skills, RWM in KS2, KS1 vocabulary acquisition and increased cultural capital through high quality texts and discussions) |  | 5 |
| Engaging children in English across the curriculum through interactive learning experiences and arts education. EAL GL Framework.  Engaging with companies such as Artis Education to provide learning opportunities in and out of the classroom. | The Education Endowment Foundation has researched the positive benefits of Art Participation - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> | 5 |
| Small Group Tuition:  Fresh Start Intervention Y5/6= (TA support)  RWI intervention Groups Y2/Y1/FS2  (TA Support) | The EEF found that Catch Up Literacy had a statistically significant impact on pupils’ attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/> | 5 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 44,435

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mental Health and Wellbeing Team- Child Based.   * ELSA Group * Nurture Group * NCB Projects * Other therapies * Thrive Licence.   Astrea Educational Counselling Service  Nurture provision | Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> | 2 |
| Provide Breakfast Club provision for PP Children | Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, that this will also be beneficial at secondary: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav> | 2 |
| Provide a range of extra-curricular activities, which provide a diverse range of activities not on offer in the local community. |  | 3 |
| Make use of Key Members of trained staff to provide Mental Health support to children throughout school. Identification of children requiring support to have some access to Astrea Counselling Service | Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> | 2 |

**Total budgeted cost: £ 134,435**

# 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.

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| * LC has worked with target families. Also, has conducted home visits. New systems and procedures have been developed e.g. the attendance tracker. LC has worked with AR FLO to target families, and offer support to them. * Attendance meetings with parents have been arranged and attended. LC has undertaken 1 to 1 work with children in school e.g. OLL & BL. * Project with Dearne Secondary to target families and promote a consistent attendance ethos. * Attendance has moved above LA and inline with NA , but remains variable – sickness and holidays have taken place even though unauthorised . * Current : A : 90.5% & PA :34.21 * AR and SS have undertaken the level 3. * EM undertook level one but has since left. * Mental Health lead identified – KS, but requires training. * New School Inclusion Team has been created to identify pupils and support for pupils causing concern – this has worked well, e.g. placements to work with Astrea Councillors. * Thrive member training and identified pupils have been put on action plans. * New Nurture provision being developed ready for September 22, with support from NR/Astrea. * AH delivered staff well-being sessions . Bereavement sessions for the year 5 and 6 through Compass ( new links made with organisations) * Mission statement created for Mental Health for school to be implemented in 22-23 September. * New PSHE SOW Jigsaw and Online Safety. * New Pivats PSED – purchased and staff in each key stage trained. * Adjustments to timetables so mindfulness activities were taught/ class Dojo introduced, Cosmic Yoga, Brain Breaks. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Counselling- Mental Health Support | Astrea Academy Trust Therapeutic Team- Counselling Service |
| Neli- Language Support | NELI |
| Fresh Start/ RWI Training | RWI |
| Thrive | Asrea |
| Boxall Nurture | Astrea |
| Barnsley – Range of training |  |
| Counselling for self-esteem and play | Compass |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |