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	Highbury Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ashley Howard
Pupil premium lead	Jane James
Governor / Trustee lead	Pauline Jeffs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£17,545
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	£161,460

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge			
1	Impact of school closure.			
	Disadvantaged pupils	Reading ARE+	Writing ARE+	Maths ARE+
	Year 1	39%	39%	53%

	Year 2	56%	38%	38%
	Year 3	47%	47%	47%
	Year 4	50%	36%	43%
	Year 5	48%	38%	62%
	Year 6	68%	42%	53%

2	Low starting points in communication and language

Nursery end of 2020- 2021 data for all children	% of children at ARE
Listening and attention	54%
Understanding	38%
Speaking	40%

3	SEND - children who are disadvantaged and also SEND

	Number of SEND/Number of disadvantaged	% of disadvantaged who also have SEND
Year R	2/9	22%
Year 1	4/14	29%
Year 2	4/17	24%
Year 3	5/17	29%
Year 4	11/15	73%
Year 5	6/21	29%
Year 6	8/22	36%

4	Lack of fluency in writing including composition, transcription and spelling

Writing	Disadvantaged	Non disadvantaged
Year 1	38%	81%
Year 2	38%	48%
Year 3	47%	68%
Year 4	36%	62%
Year 5	38%	55%
Year 6	42%	74%

5	Gaps in phonic knowledge and application

Current Year 2 phonics screening – passed test
Disadvantaged – 63%
Non disadvantaged – 73%
Current Year 3 phonics screening – passed test
Disadvantaged – 53%
Non disadvantaged – 74%

6	Lack of fluency in maths as a result of limited number sense and gaps in early number skills

Maths	Disadvantaged	Non- disadvantaged
Year 1	54%	91%
Year 2	38%	43%

	Year 3	47%	77%
	Year 4	43%	78%
	Year 5	62%	67%
	Year 6	53%	76%
7	Reduced parental engagement in supporting reading and vocabulary development at home		
8	Gap in attendance between disadvantaged and their peers Attendance Year end 2020 – 2021 Disadvantaged 95.39 Non disadvantaged 97.83 Late Disadvantaged 0.35 Non disadvantaged 0.07		

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
Progress in Reading by 2024	To achieve national average progress scores in KS2 reading
Progress in Writing by 2024	To achieve national average progress scores in KS2 Writing
Progress in Maths by 2024	To achieve national average progress scores in KS2 Maths
Phonics attainment by 2024	Attainment is in line with National non-disadvantaged standards
Year 4 MTC by 2024	Attainment is in line with National non-disadvantaged standards
Attendance	Sustain improvement of attendance and reduce late arrivals year after year, therefore narrowing the gap between disadvantaged and non-disadvantaged pupils.

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: £64042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of all staff in the teaching of reading by English Lead (J2E link 1.1, 1.4 and 1.7)	Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF Preparing for literacy. Improving communication, language and literacy in the early years. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Improving literacy in key stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF Improving literacy in key stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Reading comprehension strategies evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2,3,6
Professional development of all staff in the adoption of the new Highbury approach to writing. The specific teaching of handwriting and spellings take place as part of the journey. (J2E link 1.2, 1.7, 2.1 & 2.2)	EEF Improving literacy in key stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF Improving literacy in key stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 1

Develop mathematical fluency throughout the school using the Numbersense approach and Further embed the Teaching for mastery approach through the professional development of staff by Maths lead. (Retrieval/revisiting). (J2E link 1.3, 1.5 & 2.3)	EEF Improving Mathematics in the Early Years and Key Stage 1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths EEF Improving Mathematics in Key stages 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 EEF guest blog makes the link between the 5 big ideas of the Teaching for Mastery approach and the recommendations of the EEF report above https://educationendowmentfoundation.org.uk/news/eef-blog-mastery-and-maths Ofsted research review on mathematics education https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education	5, 1
Purchase of a Dfe validated Systematic Synthetic Phonics programme to secure a high quality consistent approach to the teaching of phonics. (J2E links 1.7, 2.2, 2.6)	EEF Preparing for literacy. Improving communication, language and literacy in the early years. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years The Reading Framework (DFE) section 3 word reading and spelling https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,
Develop and embed the teaching of social and emotional skills through a whole school Forest School approach (J2E links 4.4)	Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3

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

Budgeted cost: £45,039

Activity	Evidence that supports this approach	Challenge number(s) addressed

Improve the effective provision for SEND pupils through targeted interventions. (J2E 1.6)	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Special Educational Needs in mainstream schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF Making best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3
Staff training to adopt Talk Boost Intervention programme to improve narrative and vocabulary skills (J2E links 1.7, 2.6)	Reading framework language comprehension https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,2,4,
Engage with the National Tutoring Programme to provide tuition programmes for those most impacted by school closure. (J2E links 1.2, 1.3)	EEF One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,6,7
Provide release time for teachers to undertake 1:1 writing conferencing. (J2E links 1.2, 2.1)	EEF Teaching and Learning Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,4,7,
Professional development of staff to deliver additional phonics intervention groups.	EEF Improving literacy in key stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF High impact study of phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The Reading Framework Word reading and spelling	1,5,7

| (J2E links 1.1, 1.2, 1.7, 2.6) | https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy
 EEF One to one tuition <br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition
 EEF Small group tuition <br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |

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

Budgeted cost: £49,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed A Nurturing whole school approach to support student wellbeing. Identified disadvantaged pupils given 1:1 support for managing emotional challenges by pastoral staff. (J2E links 4.4)	Behaviour interventions evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 7, 8, 3
Attendance support officer employed to implement and further develop procedures to improve attendance (J2E links 4.3)	DFE document https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	8
Subscribe to Portsmouth school's library service to promote a love	Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 4,3

| of reading across the school | EEF Improving literacy in key stage 1

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1

EEF Improving literacy in key stage 2

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | |

Total budgeted cost: £158,197