

Pupil premium strategy statement – Highbury Primary School

This statement details our 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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Watson
Pupil premium lead	Jane James
Governor / Trustee lead	Pauline Jeffs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,675
Recovery premium funding allocation this academic year	£11,853
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£170,528

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 are 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
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1	<p>Attainment at the end of key stage 1 was significantly below national in reading writing and maths (2021-2022). The gap between disadvantaged and non-disadvantaged pupil's attainment was significant. These children are currently year 4 cohort.</p> <p>Autumn 2023-2024 Pupil premium pupils End of KS1 Combined 29% Reading 40%, Writing 30%, Maths 30%</p>
2	<p>Internal and external assessments show that attainment in writing across the school is significantly lower than pre pandemic levels. Attainment in writing among disadvantaged children is significantly below non disadvantaged children.</p> <p>Autumn 2023-2024 Disadvantaged pupils ARE Writing – Year 1 – 55%, Year 2 – 44%, Year 3 - 35%, Year 4 – 25%, Year 5 – 47%, Year 6 – 50%</p>
3	<p>Internal and external assessments show that attainment in Maths across the school is lower than pre pandemic levels. Attainment in maths among disadvantaged children is below non disadvantaged children</p> <p>Autumn 2023 – 2024 Disadvantaged pupils Maths – Year 1- 64%, Year 2 – 63%, Year 3 – 35%, Year 4 29%, Year 5 – 68%, Year 6 – 50%</p>
4	<p>Internal and external assessments of phonics show attainment is significantly below national. Assessments and observations show disadvantaged children achieve less well than non-disadvantaged children and this in turn has a negative impact on both their reading and writing</p> <p>End of year 2022 – 2023 Disadvantage pupils Phonics NCY1 – 58% NCY2 – 71%</p>
5	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>These challenges also present in children's behaviours in entering school and in the classroom during teaching and learning requiring additional adult support.</p>

7	Our attendance data shows lower attendance among disadvantaged children than non-disadvantaged. This is also the case for those with persistent absence.
8	Our Baseline assessments in Year R and interactions with teachers have identified that pupil's Oral language is significantly below previous cohorts as a result of COVID-19 pandemic. It is evident that some pupil's struggle to articulate and form coherent sentences and need to develop their conversational skills.

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 2025	To achieve national average progress scores in KS2 reading
Progress in Writing by 2025	To achieve national average progress scores in KS2 Writing
Progress in Maths by 2025	To achieve national average progress scores in KS2 Maths
Phonics attainment by 2025	Attainment is in line with National non-disadvantaged standards
Year 4 MTC by 2025	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: **£81,203**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective professional development of staff in High quality teaching using the EEF 5-a-day approach alongside effective diagnostic assessment and effective professional development mechanisms.	<p>EEF Moving forward, Making the difference document offers practical advice and signposts evidence-informed resources on a variety of areas of teaching practice, from ensuring high quality teaching to removing non-academic barriers to attainment</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	1,2,3,4
To further embed the systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. Training of Reading lead in Little Wandle (SSP) and purchase of additional teaching resources	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Supported by Maths Hub Mastery specialist	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

Professional development of all staff following a review of the Highbury approach to writing to include recommendations from EEF improving literacy KS1/2 and coaching from English Lead.	The EEF guidance is based on a range of the best evidence: Improving literacy at Key Stage 1 and 2 https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£51,096**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional structured phonics sessions targeted at disadvantaged pupils who require further phonics support. These will be delivered by school staff who are trained in the delivery and assessment of the Little Wandle programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Development of a programme to improve listening, narrative and vocabulary skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	8

for disadvantaged pupils who have relatively low spoken language skills. (Talk Boost)		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (Priority year groups Year 4 and Year 6.)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	1,2,3

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

Budgeted cost: **£41.696**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour management including the development of a	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6

<p>new behaviour policy.</p> <p>Adoption of a relational practice approach across the school. Key staff members to attend training and disseminate to others.</p>	<p>Behaviour in schools: advice for headteachers and school staff 2022</p>	
<p>Improve the quality of social and emotional (SEL) learning and behaviour for all through targeted ELSA provision</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>5, 6</p>
<p>Embed principles of good practice for improving school attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance and appointment of</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance advice.</p>	<p>7</p>
<p>Subscribe to Portsmouth school's library service to promote a love of reading across the school</p>	<p>New Reading Framework (2023) https://www.gov.uk/government/publications/thereading-framework-teaching-the-foundations-ofliteracy EEF Improving literacy in key stage 1 and 2 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	<p>1, 2,</p>

Total budgeted cost: £173,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data

Current Year 4 cohort

At the end of their year 2 – Pupil premium pupils ARE Combined 6%, Reading – 25%, Writing 13%, Maths 19%

At the end of year 3 – Pupil premium pupils ARE Combined 29%
Reading 40%, Writing 30%, Maths 30%

Whole School Data

Autumn 2022 – 2023 Disadvantaged pupils ARE **Writing** – KS1 13%, KS2 47%,
Year 1 – 53%, Year 3- 47% Year 4 – 44% Year 5 – 42%

Autumn 2023-2024 Disadvantaged pupils ARE **Writing** – Year 1 – 55%, Year 2 – 44%, Year 3 - 35%, Year 4 – 25%, Year 5 – 47%, Year 6 – 50%

Autumn 2022 – 2023 Disadvantaged pupils ARE **Maths** – KS1 19% KS2 58 %
Year 1 – 60% Year 3 – 59% Year 4 – 50% Year 5 – 58%

Autumn 2023 – 2024 Disadvantaged pupils **Maths** – Year 1- 64%, Year 2 – 63%, Year 3 – 35%, Year 4 29%, Year 5 – 68%, Year 6 – 50%

Phonics

End of year 2021 – 2022 Disadvantage pupils **Phonics** NCY1 - 42% NCY2 – 14%

End of year 2022 – 2023 Disadvantage pupils **Phonics** NCY1 – 58% NCY2 – 71%

Teaching

Effective professional development of staff in High quality teaching using the EEF 5-a-day approach alongside effective diagnostic assessment and effective professional development mechanisms.

As a result of a carefully planned programme of professional development for staff during staff meetings and INSET days, quality first teaching is evident across the school. Internal monitoring and monitoring by external visitors have been positive throughout the school. High quality teaching can be seen across the school. Some teaching has been identified to show cases to visiting teachers from other schools. Areas of development have been identified and addressed. Monitoring of teaching and provision of high quality teaching for all children is ongoing. Positive effects can be seen in summative data outcomes.

To further embed the systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. Training of Reading lead in Little Wandle (SSP) and purchase of additional teaching resources

Teaching of phonics is secure across year R, 1 and 2. Phonic interventions also take place for children in older year groups. Phonic attainment is systematically tracked through regular assessment point in time. The Reading lead is supported by the English Hub who regularly visit to monitor the teaching and our fidelity to the Little Wandle scheme. Teachers receive feedback and attend further training. The result of

this can be seen in improved phonics outcomes for both disadvantaged children and non-disadvantaged children in both year 1 and year 2 retakes.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Supported by Maths Hub Mastery specialist

EEF recommendations have been used to steer the maths teaching across the school. Learning walks have shown that there is a consistent approach to the teaching of maths across the school. The new maths lead is attending the Sustaining teaching for maths mastery work group through the Solent Maths Hub as part of her professional development. A new approach to maths planning has been implemented which is based upon deepening the subject knowledge of teachers and has shown to have a positive effect on the year groups which have adopted this so far. Small steps and more specific objectives are enabling children to have a greater understanding of the concepts. Over the next term this will continue to be implemented across all year groups.

Professional development of all staff following a review of the Highbury approach to writing to include recommendations from EEF improving literacy KS1/2 and coaching from English specialist teacher.

As a result of a review of writing in the Summer term of Highbury's approach to writing. Changes have been made to the writing policy to address areas of development. The new approach has been in place throughout the Autumn term. This is ongoing and the initial impact has shown a positive impact on the children's writing in books, however longer is needed to see impact on outcomes

Targeted Academic Support

Additional structured phonics sessions targeted at disadvantaged pupils who require further phonics support.

These will be delivered by school staff who are trained in the delivery and assessment of the Little Wandle programme.

Additional phonics sessions have taken place across the year, led by our learning mentor. Children have been closely assessed and tracked. Both keep up and catch up sessions have taken place. This has contributed to the positive impact on phonics outcomes in both year 1 and year 2 (retakes). Also as a result of these interventions, children across the school have passed phase 5 phonics and then been able to access our accelerated reader scheme.

Development of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Talk Boost)

Talk boost has continued to take place for identified children in year R including those who are disadvantaged. This intervention did not begin at the beginning of the academic year due to the need for staff to be trained and having the capacity of staff to deliver. This did take place from the Summer term and has begun in the Autumn term of this academic year. Outcome data has shown accelerated progress of all children who have attended the programme.

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.

(Priority year groups Year 3 and Year 6.)

The academic mentor was employed last academic year and from Autumn 2 delivered core subject lessons to identified children in year 3 during the morning. (Target year group last academic year). During the afternoon he delivered interventions to identified children in year 6. This was specific and targeted support based upon assessment data and children's individual barriers. The outcomes for end of key stage 2 maths shows the positive impact of this as at the end of year 5 50% of children achieved ARE in maths, whereas at the end of year 6 the cohort achieved 63% achieved ARE. The gap in attainment between disadvantaged at Highbury and non -disadvantaged nationally reduced from 20% to 11% in Maths

Wider Strategies

Whole school training on behaviour management including the development of a new behaviour policy.

The behavior policy has been reviewed and amended in order to ensure a consistent approach to behavior in school and to reflect the school's commitment to relational practice. Head teacher and Deputy have attended a relational practice cluster group with 4 other local schools in order to strategically plan the development of relational practice in school. Inclusion lead and KS2 phase lead have attended a 3 day practical course in relational practice. The implementation of this approach is planned and ongoing with all members of the school community will undertake training in this across the year. Practices will be monitored, reviewed and refined to ensure a consistent approach.

Improve the quality of social and emotional (SEL) learning and behaviour for all through targeted ELSA provision

ELSA timetabled to support identified children across the school. This included individual sessions, small group sessions alongside drop in sessions as needed. There was a positive impact from all of the children's baseline ELSA questionnaire to their exit questionnaire apart from 2 children across the school.(These case will be further considered). ELSA also facilitated lunch club which as a result identified children were able to attend a structured and supportive session in which they were able to eat their lunch and therefore were more regulated and successful during lunchtime play. Incidents at lunchtimes were reduced therefore impacting less upon afternoon learning.

Embed principles of good practice for improving school attendance

This will involve training and release time for staff to develop and implement new procedures to improve attendance and appointment of an attendance assistant

Clear procedures and protocols are in place to address attendance issues. Attendance assistant is robust in her procedures to ensure any absences are checked and followed up. Portsmouth Local Authority procedures are followed and Med 1 and Med 2 letters issued when required. Whole school attendance is mostly 95% and above. This is an ongoing approach and will continue to be monitored to ensure attendance. Specific support has been given to those with particularly low attendance including home visits, parental support, incentives, celebrations and meetings within school. This support will continue to be ongoing.

Subscribe to Portsmouth school's library service to promote a love of reading across the school

The range and quality of books the children now have access to have significantly improved. Topic books are also supplied for every topic which are high quality and accessible to all. These are rotated for each topic therefore children are often seeing a

varying selection of books in their classrooms. Children are motivated to read more and complete their accelerated reader quizzes as they have a wider selection of books. The library service have donated books to the school which has further increased the stock of books. The library service supported the reorganisation of the library which has become an inviting and welcoming learning space. Through contact with the service the year 5 children have attended the Portsmouth Book Awards and year 1 have also participated in this. Year 6 children also took part in the Big Read where every year 6 was given their own copy of a book. The book was read at school and formed a focus for transition into their Secondary schools.