

# 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	404
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£145,425
Recovery premium funding allocation this academic year	£15,660
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
<b>Total budget for this academic year</b>  <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>	£161,085

# 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. The gap between disadvantaged and non-disadvantaged pupil's attainment was significant. These children are currently year 3 cohort</p> <p>Disadvantaged pupils ARE Combined 6%, Reading – 25%, Writing 13%, Maths 19%</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>Disadvantaged pupils ARE Writing – KS1 13%, KS2 47%, Year 1 – 53%, Year 3- 47% Year 4 – 44% Year 5 – 42%</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>Disadvantaged pupils ARE Maths – KS1 19% KS2 58 % Year 1 – 60% Year 3 – 59% Year 4 – 50% Year 5 – 58%</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>Disadvantage pupils Phonics NCY1 - 42% NCY2 – 14%</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	<p>Our attendance data shows lower attendance among disadvantaged children than non-disadvantaged. This is also the case for those with persistent absence.</p>
8	<p>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</p>

	pupil's struggle to articulate and form coherent sentences and need to develop their conversational skills.
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## 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: £74,498

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

<p>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>	<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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	<p>1,2,3,4</p>
<p>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>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Supported by Maths Hub Mastery specialist</p>	<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Professional development of all staff following a review of the Highbury approach to</p>	<p>The EEF guidance is based on a range of the best evidence:</p> <p>Improving literacy at Key Stage 1 and 2</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>1, 2</p>

writing to include recommendations from EEF improving literacy KS1/2 and coaching from English specialist teacher.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,877

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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Development of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	8

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 3 and Year 6.)	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a>	1,2,3

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

Budgeted cost: £39,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour management including the development of a new behaviour policy	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Behaviour in schools: advice for headteachers and school staff 2022</a>	6

<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></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 <a href="#">Improving School Attendance</a> advice.</p>	<p>7</p>
<p>Subscribe to Portsmouth school's library service to promote a love of reading across the school</p>	<p>Reading Framework  <a href="https://www.gov.uk/government/publications/thereading-framework-teaching-the-foundations-ofliteracy">https://www.gov.uk/government/publications/thereading-framework-teaching-the-foundations-ofliteracy</a></p> <p>EEF Improving literacy in key stage 1 and 2  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</a></p>	<p>1, 2,</p>

**Total budgeted cost: £161,085**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Quality First Teaching**

Professional development of all staff in the teaching of reading by English Lead  
Reading continues to be a strength across the school. Staff training has been facilitated by the reading lead in the Little Wandle scheme in the Spring and Summer terms enabling the scheme to be fully implemented in September. Organisation of reading groups in Key Stage 1 is now where it needed to be and the children are making visible progress already. At least one member of staff in all year groups from year 2 upwards has now been trained in the delivery of Destination Reader approach. This enables a consistent approach to the teaching of reading across the school, focussing on quality discussions of text and sustained periods of reading.

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.

Writing continues to be a priority across the school. End of key stage moderators were able to see the learning journey of the children's writing in their books. This has also been seen in internal moderation of other year group's books. This process will continue this term and throughout this academic year to ensure the Highbury approach to teaching writing is embedded and children make good progress across the school. A progression in handwriting has been agreed this term for Early Years and Key Stage 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.

The use of the Numbersense approach has supported maths fluency across year 3 and as an intervention in the higher year groups. Changes of staff in key stage 1 last academic year were a barrier to this, however this academic year, Early years and Key Stage 1 are part of the Mastering Number programme from NCETM to provide a consistent approach to the teaching of number. Teaching for mastery approach to teaching maths is evident across the school and targeted professional development will take place throughout this academic year to further embed this.

Purchase of a Dfe validated Systematic Synthetic Phonics programme to secure a high-quality consistent approach to the teaching of phonics.

The Little Wandle scheme training and implementation began part way through the Spring term. The implementation plan allowed for a gradual adoption throughout the last academic year and full implementation this term. Monitoring of teaching will take place this term. The programme involves half termly assessments in order to track the progress of children. This will take place the week before October half term.

Develop and embed the teaching of social and emotional skills through a whole school Forest School approach

Forest School continues to be delivered. This continues to be enjoyed by children across the school. Identified children who have social and emotional needs continue to be successful during these lessons.

### **Interventions**

Improve the effective provision for SEND pupils through targeted interventions.

Through the introduction and development of pupil passports, SEND pupils have focussed small step targets which are highly personalised for them. Class teachers prioritise and record required interventions and all adults across year groups contribute to the delivery of these interventions. Interventions are timetabled. At times, pressures of staffing have made this challenging. Staff deployment this year has included additional adults across year groups to ensure interventions are always able to take place.

Staff training to adopt Talk Boost Intervention programme to improve narrative and vocabulary skills

2 Early years staff completed training in Talk Boost and led interventions to improve spoken language, attention and listening skills and social skills.

Engage with the National Tutoring Programme to provide tuition programmes for those most impacted by school closure.

Number of pupils to benefit from School led tutoring grant – 77

Number of funded pupil hours - 1455

(Table of impact)

Provide release time for teachers to undertake 1:1 writing conferencing.

Visible progress is evident in children's books when writing conferencing has taken place. Staffing has been a barrier to this however conferencing will continue to take place this coming academic year.

Professional development of staff to deliver additional phonics intervention groups.

This has taken place as part of the implementation of Little Wandle programme and continues to take place in the form of 'catch up' intervention for Key Stage 2 staff.

### **Wider Strategies**

Embed a Nurturing whole school approach to support student wellbeing. Identified disadvantaged pupils given 1:1 support for managing emotional challenges by pastoral staff.

Pastoral lead supports 1:1 children. Small groups of children were able to benefit from 'The Nest' nurture group during Spring and Summer terms. Staffing of the nurture group proved to be challenging however children who attended have all been supported and transitioned back into their own classroom environment for this academic year.

Attendance support officer employed to implement and further develop procedures to improve attendance

National Primary- 93.6%

Trust Primary- 93.9%

Highbury Primary– 94%

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

Huge increase in the range of quality books available to children. Specific non-fiction books ordered to support each topic, therefore exposing children to a wider range of information, subject specific vocabulary and at a variety of levels. Also an increase in the range of fiction books. Children have access to up to date books, a wider range of genres and more choice. The wider and more up to date selection of books available has increased engagement in reading, shown through accelerated reader targets and participation in school's reading challenge.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider