

PUPIL PREMIUM STRATEGY STATEMENT

Highbury Primary School



SCHOOL OVERVIEW

Metric	Data
School name	Highbury primary School
Pupils in school	404
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£142,570
Academic year or years covered by statement	2020/2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Governors
Pupil premium lead	Ashley Howard
Governor lead	Pauline Jeffs

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none">To address pupils' individual and specific learning needs in reading in addition to quality first teaching.To develop fluency of oral language across all year groups byAccelerate the reading and writing of identified pupils in 10 weeksTo improve the children's language skills/speaking and listening.Provide specialist support in working with children in order to deliver effective therapy support.	July 2021
Progress in Writing	<ul style="list-style-type: none">To improve outcomes for pupil premium children in writing by the end of KS1. This will	July 2021

	be measured by the KS1 outcomes for pupil premium children.	
Progress in Mathematics	<ul style="list-style-type: none"> To improve children's basic fluency in mathematics. 	July 2021
Phonics	<ul style="list-style-type: none"> To improve pupil outcomes at the end of the year 1 and year 2 phonics retake. Intensive programme is targeted at pupils working below age expectation in their phonics. 	July 2021
Other	<ul style="list-style-type: none"> Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further raise attendance. 	July 2021
	<ul style="list-style-type: none"> Pastoral 	

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
<p>To improve outcomes for pupil premium children in reading and writing by the end of KS1. This will be measured by the KS1 outcomes for pupil premium children.</p> <p>To improve outcomes for pupil premium children in reading, writing and maths by end of KS2.</p>	<p>Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focussed marking and feedback.</p> <p>Teaching assistants employed in the afternoons to support the class teacher in delivering targeted interventions, with a specific focus on children eligible for pupil premium who need support to achieve their targets.</p> <p>Teacher's to be released to lead writing conferencing interventions (pupil conferencing) for KS2 pupil premium children targeting the prior middle attainers in order to achieve age-related expectations.</p>
<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Employing an Educational Psychologist to provide 5 days EP time throughout the year.</p> <p>SENCo (3 days a week) non class based to provide CPD for teaching assistants and class teachers for quality teaching of groups and delivery of interventions and provision for SEND. Support staff in implementing pupil passports, Individual behaviour plans, Pastoral support plans, targeted interventions, EHCPs etc.</p>
Projected spending	£45,000

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
<p>To improve phonics provision so that children's achievements are at least in line with National standards. (Year 1 and year 2 retake).</p> <p>Intensive phonics programme is targeted at pupils working below age expectation in their phonics.</p>	<p>Release time for Reading/writing leader.</p> <p>Teacher will focus staff CPD on developing phonic provision so that more children pass the phonic screening check, particularly the year 2 phonics retake (Focus on disadvantaged pupils).</p> <p>KS2 children who did not pass the phonics screening check and/or still need support in phonics.</p>
<p>To improve outcomes for pupil premium children in reading and writing by the end of EYFS/KS1. This will be measured by the EYFS/KS1 outcomes for pupil premium children.</p>	<p>Development of reading provision. Release time for reading/writing leader. Reading/writing leader to work alongside external lead reviewer during Reading review.</p> <p>Reading/writing leader to work alongside English specialist.</p> <p>Additional targeted individual reading intervention delivered by class teachers.</p> <p>Tailored writing conferencing in order to accelerate progress of prior middle attainers TAs to lead spelling/handwriting interventions (precision spellings/fine and gross motor skills/handwriting) for Pupil premium children with a focus on prior middle attainer/children working towards writers.</p> <p>Targeted 'Magic Markers' in year R led by 2 EYFS class teachers.</p>
<p>To address pupils' individualised and specific learning needs in reading in addition to quality first teaching.</p> <p>To continue to develop and accelerate the quality of the children's oral language and range of vocabulary from a low starting point.</p>	<p>Maintain the increase of TA hours so that they can continue to deliver the intensive one to one accelerated reading programme/ talk boost/ FFT focussing on pupil premium children who are not on track to make expected/better than expected progress.</p> <p>Maintain high quality training for TA staff in accelerated reading interventions, phonic interventions, FFT reading and talk boost interventions.</p> <p>Children who are not on track to make expected/better than expected progress will gain support from interventions as well as targeted quality first teaching.</p>
<p>To improve the children's language skills/speaking and listening.</p> <p>Provide specialist CPD/ support in working with children in order to deliver effective therapy support.</p>	<p>Therapies CPD delivered to all staff during INSET. (This will not happen until the Summer due to COVID restrictions).</p> <p>As a result, one to one speech and language assessment/ therapy delivered.</p> <p>Targeted groups.</p>

Barriers to learning these priorities address	<p>Emerging prior attaining pupils, who are eligible for PP, are making less progress in writing and reading than other pupils at the same starting point across Key Stage 1.</p> <p>Middle prior attaining pupils, who are eligible for PP, need to make accelerated progress in order to achieve above the expected standard at the end of Key stage 2 in reading, writing and mathematics.</p>
Projected spending	£40,000

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further improve attendance.	<p>Attendance assistant to closely monitor attendance daily with a specific focus on attendance rates of those children eligible for pupil premium.</p> <p>Rewards for good/improved attendance –Termly.</p> <p>Free breakfast club for PP children who are persistently absent or late to school or rarely have breakfast.</p> <p>Free after school clubs as an incentive to be in school for PP children who are persistently absent. (link to sports premium)</p>
To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	SLA with the multi-agency behaviour support service to support school staff in the implementation of pastoral support plans as well as work alongside them to adapt strategies and improve provision for individuals.
Nurture provision carefully planned to meet the individual needs of the children. Tailored individual support improves the self-esteem and confidence of pupils.	Nurture staffing x 2, training and resources
<p>Continue to develop parents as partners to support their child/ren by increasing parental engagement with the school through targeted events.</p> <p>Support learner's parents to resolve a range of issues that are creating barriers to their child's learning. Tailored individual support improves the</p>	<p>Employ a pupil and a family support worker with a specific role in safeguarding (Deputy DSL).</p> <p>2 x Deputy DSLs to work with, support and challenge parents and pupils.</p> <p>Invitation to parents/carers throughout the year, across all year groups, to engage with their children's learning in school. For example, sharing outcomes at the end of a topic, phonic workshops, working with their children and activities based on a whole school theme.</p>

self-esteem and confidence of pupils.	
Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further raise attendance.	Attendance assistant to closely monitor attendance daily with a specific focus on attendance rates of those children eligible for pupil premium. Rewards for good/improved attendance –half termly. Free breakfast club for PP children who are persistently absent or late to school or rarely have breakfast. Free after school club as an incentive to be in school for PP children who are persistently absent. (link to sports premium)
Barriers to learning these priorities address	Behaviour, social and emotional development issues for pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. Pupils (those eligible for PP) who have had little/no boundaries and lack of routine due to some parental low expectations of achievement and behaviour.
Projected spending	£65,000

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • TA's delivering interventions • Educational Psychologist working with SENDCo and individual pupils • SENDCo working with Tas and class teachers • Release for teachers to deliver targeted writing conferencing 	<ul style="list-style-type: none"> • TAs to stay within their own class bubbles and deliver interventions for their children. • EP to adhere to visitor's policy eg, face covering/shield, social distancing etc. • All staff to adhere to social distancing guidelines. Meeting in small groups (no more than 6). Where possible, meet using Teams. • HLTA or SLT releasing teachers to stay in the 2m marked area, regularly hand sanitise/wash hands.
Targeted support	<ul style="list-style-type: none"> • Release for Reading/writing leaders. 	<ul style="list-style-type: none"> • TA to take the class fortnightly during release time for reading and writing leaders. • Year R teachers to lead this intervention after school. Children in a small group of 6 x2 staying in their class bubbles.

	<ul style="list-style-type: none"> • Year R teacher to lead magic markers intervention. • Release for teachers to deliver targeted writing conferencing • Therapies CPD 	<ul style="list-style-type: none"> • HLTA or SLT releasing teachers to stay in the 2m marked area, regularly hand sanitise/wash hands. • To be delivered potentially in the Summer due to COVID restrictions. (This cannot be delivered online).
Wider strategies	<ul style="list-style-type: none"> • MABSS lead teacher advisor • Nurture provision • Pupil and family support 	<ul style="list-style-type: none"> • Lead teacher advisor to adhere to school's visitor policy eg..face covering/shield, 2m marked areas, socially distance. (Also has own risk assessment). • To be done either individually or where there is more than one pupil from the same bubble requiring this intervention, they will be grouped together. • Adult to work alongside not face to face. Where possible, maintaining social distance. • Adult to work alongside not face to face. Where possible, maintaining social distance and meet outside. • Meet in well-ventilated spaces.

REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome (based on February evaluation)
To improve phonics provision so that children's achievements are at least in line with National standards. (Year 1 and year 2 retake).	<p>48% of year 1 children were likely to pass based on December phonics screening. 61% of which are boys and 40% girls.</p> <p>83% of year 2 children expected to retake phonics were likely to pass based on December phonics screening.</p> <p>Monitoring internal and external evidences good and better phonic teaching and learning.</p> <p>Changes to phonic delivery and structure in EYFS linked to memorable experiences has had a positive impact in the engagement of teaching and learning phonics.</p> <p>Phonics progression document in place for year R and KS1.</p>

<p>To improve outcomes for pupil premium children in reading and writing by the end of EYFS/KS1. This will be measured by the EYFS/KS1 outcomes for pupil premium children.</p>	<p>CP review (Oct 2019) commented ‘the new headteacher and senior leaders’ renewed vigour and determination are driving the emerging improvements in outcomes for disadvantaged pupils. However, Autumn term data reports that disadvantaged children make less progress than their non-disadvantaged peers in every subject.</p> <p>Autumn term data also reports that girls make better progress than boys in reading and writing. There is little difference in mathematics.</p> <p>Handwriting/cursive script has been introduced in year R and implemented consistently across the school. As a result, there has been significant progress across year groups/individuals.</p> <p>Target: Review pupil premium spend</p> <p>The quality of provision for disabled pupils and those who have special educational needs (SEND) has improved markedly as a result of leaders’ clear identification of pupils’ needs and the actions taken. The SENCO delivers weekly TA training and has high expectations of the achievement of pupils with additional needs. (see SEND gov report – 7.2.20).</p> <p>Half termly pupil progress meetings identify all pupils with a specific focus on disadvantaged pupils. Intervention timetables are in place, including additional reading for those targeted.</p>
<p>To address pupils’ individualised and specific learning needs in reading in addition to quality first teaching.</p> <p>To continue to develop and accelerate the quality of the children’s oral language and range of vocabulary from a low starting point.</p> <p>To improve the children’s language skills/speaking and listening.</p> <p>Provide specialist CPD/ support in working with children in order to deliver effective therapy support.</p>	<p>4.2.20-Feedback from Trust English specialist evidences in the most recent learning walk ‘There was a clear focus on discussing vocabulary across all classes’. Theme ‘s’ planning -3.2.20. Planned in time during CPL for year groups to work alongside SLT to plan their theme for the next half term. Book looks in CPL have evidenced the increasing use of a range of vocabulary linked to the theme and expected vocabulary for specific year groups. Staff have responded positively to the changes in reading: whole class approach and using a range of texts in response to each week’s theme. (Again, evidenced in the 4.2.20 report). Reading texts have been reviewed and gaps in the range have been identified.</p> <p>There is greater evidence across the school of specific subject vocabulary being used-it includes academic words in tier 2. (26.2.20).</p> <p>Target: New books to be purchased to fill the gaps which have been identified.</p> <p>Unfortunately, this training did not take place due to school closing to the majority of pupils and COVID restrictions.</p>

<p>To improve outcomes for pupil premium children in reading and maths by end of KS2.</p>	<p>Review in February 2020- Attainment is stronger in reading and mathematics across the school. In-year progress is strongest in mathematics. Autumn term pupil information reports that boys' attainment is lower than girls', particularly in reading and writing. There is a very small difference in mathematics. Disadvantaged children attain lower than their non-disadvantaged peers in every subject. This is particularly the case in Y3 2020.</p> <p>4.2.20-Feedback from Trust English specialist evidenced aspects of good practice such as the focus of pupils in a Y5 class, the building of connections to prior knowledge and developing world knowledge in a Y3 class, finding specific parts of the text in a Y4 class, and tackling a challenging text in a Y1 class. It was also acknowledged that books were well-kept and well-organised. Pupils wrote thoughtful and clear answers, and all work was marked.</p> <p>External reading advisor (Trust) confirmed progress seen across whole school with more progressive approach to reading skills in KS2. Phonics development in place reflected well in lessons.</p> <p>Autumn pupil information reports that attainment in Y6 reading is stronger than last year and that attainment is stronger in reading and mathematics across the school. Reading has high priority in the school. The texts children take home are now matched to the letters and sounds phases. Those children who have been identified as working towards in reading and where phonics is a barrier, have been screened.</p> <p>Fluency in maths baseline collated by KS2 staff. Target: Now need to do the same fluency test to measure progress from starting point.</p> <p>KS2 timestables rockstars fully embedded. Numbots (IT scheme) recently introduced to KS1 children. (end of Jan 2020) Target: TA training to be delivered by maths Lead.</p>
<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Behaviour policy has been updated and is now in line with the school's ambitions for behaviour.</p> <p>Recognition board reviewed and no longer required.</p> <p>IBP's for individuals have been written, often alongside the HT or SENDCO and shared with parents. These are reviewed on a 3-weekly cycle.</p> <p>PACE training – INSET- 24.2.20 delivered and understood by all. Change in culture in the way staff support pupils. Target: Review IBPs. Use, sharing with parents. Consider 3-week cycle for review. Is this realistic?</p> <p>Restorative training delivered to lunchtime supervisory assistants.</p> <p>The Educational Psychologist (EP) ran assessments and ensured that the correct provision was put in place by advising SENCO, and class teacher by providing a comprehensive report and ongoing support. This resulted in children receiving an EHCP and 2 children attending specialist provisions.</p>
<p>To raise pupils' awareness of their</p>	<p>Cultural capital documents for each year group has been shared, reviewed and adapted-CPL.</p>

<p>local culture and the wider world (Cultural capital)</p>	<p>Target: Review cultural capital at the end of the academic year to feedback successes and improvements.</p> <p>Highbury passport (Citizenship award has been reviewed, adapted and is ready to be launched). Passport activities have been chosen for each year group-progression.</p> <p>Target: To share this regularly within whole school assemblies to continue to keep the profile high.</p>
<p>Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further improve attendance.</p>	<p>HT holds attendance/lateness meetings with targeted pupils/parents. Regular review of attendance with a specific focus on disadvantaged compared to non-disadvantaged as well as year groups/individual classes.</p> <p>Importance of school attendance promoted through newsletter.</p> <p>Target: Embed weekly attendance celebration</p>
<p>To identify the unmet health need or the challenges to having the child in school due to health reasons.</p>	<p>Targeted Health Interviews with School Nurse, parent/young person and school staff if needed. These were targeted at children who were on track to being persistent absentees for health reasons. The aim was to identify the unmet health need or the challenges to having the child in school due to health reasons. Unfortunately, this did not have the intended impact we had hoped for and will not be continuing this support in 2020/21.</p>
<p>Nurture provision carefully planned to meet the individual needs of the children.</p> <p>Tailored individual support improves the self-esteem and confidence of pupils.</p>	<p>Well established nurture provision for KS1 and KS2 continues to improve practice. Monitoring by SENDCO and MABSS lead teacher advisor highlights the progress made in the provision. Children are supported, cared for and have success.</p> <p>The role of the pupil support worker is effective. Pupils and families access this support confidently. Targeted support is identified and put in place.</p> <p>Children's progress is reported to staff (paper copies).</p> <p>Pupil and family support lead works closely with Nurture team and provides 1:1 support which is timetabled in. Boxall profiles evidences improvement across key areas for individuals. Individual children are more successful in school, they attend regularly and have shown greater engagement.</p> <p>Target: Continue to improve the Nest provision and the nurture environment.</p> <p>Target: Invite parents in to have a regular update of what is happening and how the children are progressing. Consider a short nurture report for parents</p>
<p>Continue to develop parents as partners to support their child/ren and by increasing parental engagement</p>	<p>Positive impact of the early help work and meeting parents to discuss issues and problems and running friendship group sessions. This included developing links with family learning and hosting workshops for our Year R families.</p>

with the school through targeted events..

Support learner's parents to resolve a range of issues that are creating barriers to their child's learning.

An increasing number of parents attended events/activities where they got to work with their children or see the 'share our learning' sessions.

The focus on incorporating information learning workshops with the opportunity to work alongside their children was more successful and the feedback from parents were very positive.