

PUPIL PREMIUM STRATEGY STATEMENT

Highbury Primary School



REVIEW: AIMS AND OUTCOMES of 2020-2021

Due to Covid-19 many aims from last academic year were not fully developed or embedded. A measure impact in relation to previous academic year could not be obtained. Some of these aspects have been incorporated into the strategy for next academic year.

Aim	Outcome (based on July 2021 evaluation)
<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>In the absence of outcome data due to COVID, the school (Year 2) had non-statutory moderation by the Local Authority. The feedback from this process was very positive commenting on the strong evidence base and the accelerated progress made by all pupils.</p> <p>Internal moderation supported the progress made from starting points, especially those pupils who are disadvantaged (which was a focus in our staff moderation meetings- across and within year groups).</p> <p>Writing 68%, Reading 75%,</p> <p>Significant improvement in attainment in writing with an increase of 15% since October 2020 to 68%.</p> <p>Significant improvement in attainment in Reading for all children with an increase of 17% since October 2020 to 75% as a result of the school's approach to the teaching of reading.</p> <p>Due to COVID restrictions and therefore access to physical books, the subscription to MYON and Bug Club enabled more children to engage with reading at home.</p> <p>Accelerated reader is embedded in the school and is promoted and rewarded in celebration of learning assemblies. Children and staff enjoy the challenge of achieving these.</p> <p>The progress in Reading and writing has seen 100% of children make at least expected progress throughout the year.</p>

<p>To improve outcomes for pupil premium children in reading, writing and maths by end of KS2.</p>	<p>In the absence of outcome data due to COVID, the school (Year 6) had non-statutory moderation in writing by the Local Authority. The feedback from this process was highly complementary about the strong evidence base. Judgements were accurate and agreed.</p> <p>The mastery approach in maths is effectively led by the maths leader and has become an embedded practice across the school. As a result, progress within the school in maths was 94% at expected and above.</p> <p>“There is a clear direction in mathematics and the subject intent is understood by school leaders and teachers. Lessons visited showed that the teachers delivered mathematics in a clear and structured way showing that the school’s implementation of the subject is in line with the subject leader’s expectations. Pupils say they enjoy mathematics and can share their views about its importance and about how they are progressing.” (AIP June 2021).</p> <p>Internal moderation supported the progress made and the attainment achieved from starting points, especially those pupils who are disadvantaged (which was a focus in our staff moderation meetings- across and within year groups).</p> <p>In reading, at the end of KS2, 87% of disadvantaged children attained the expected standard (internal moderation). This was slightly above their peers.</p> <p>In writing, at the end of KS2, disadvantaged children were achieving in line with their peers.</p> <p>In maths, at the end of KS2, 70% of disadvantaged children attained the expected standard (internal moderation). This was slightly above their peers.</p> <p>Across KS2, targeted writing conferencing has helped to improve the children’s quality of writing in sentence opener, punctuation, figurative language and sentence structure.</p> <p>Target:</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>Target: Review pupil premium spend</p>
<p>To improve learning, emotional and behavioural issues of specific pupils. To</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. Staff have high expectations of the achievement of</p>

<p>ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>pupils with additional needs. (see SEND gov report– and AIP report).</p> <p>Due to the ongoing drive of improving Personal Development and behaviour – Values, Ethos and Learning Behaviours and how this contributes to learning – through regular CPD, reflection time, collaborative working and support for teaching staff. This has led to</p> <p>“There are very strong relationships evident in the school. Adults are respectful and caring. They set clear boundaries and expectations. When a vulnerable pupil needs support, it is given. The school is strong in this respect. Pupils listen respectfully to each other. Teachers use the values in order to support the pupils with managing their behaviour and relationships. When a pupil’s behaviour is challenging, senior staff are on hand to support colleagues” (AIP report June 2021).</p> <p>Staff embraced the use of technology to provide and deliver very good support and intervention for groups with a focus on disadvantaged/SEND. Staff developed positive partnerships and effective relationships with parents/carers throughout this time. Parent/carer feedback verifies the view that support for SEND/vulnerable children working at home was very good and consistently provided. Staff responded to individual need and sent out additional resources when necessary, to supplement the work already provided. The introduction of Pupil Passports for pupils with SEND has supported the monitoring of their progress.</p> <p>“The school’s approach to inclusion and the respect staff have for pupils was confirmed. Staff resilience was necessary to meet the many challenges that the pandemic provided. Staff have successfully maintained an inclusive approach to the education for children with SEND. Staff aspiration remained high despite the many and varied challenges they encountered” (SEND Governor report May 2021).</p> <p>Robust and consistent systems are in place such as the school’s pupil passport system.</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>Target: pupil passports to be fully embedded</p>
<p>To improve phonics provision so that</p>	<p>90% of Year 2 children passed the phonics screening (year 1 and December retake combined).</p>

<p>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>Out of this 90%, 3 (5%) were disadvantaged.</p> <p>Embedded 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 is now taught explicitly in Year 3.</p> <p>Target:</p> <p>CPD Year 3 staff have attended further phonic training in Summer 2021.</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>Due to COVID 19 guidance, the school limited interventions to in class. Further restrictions limited staff movement between class groups.</p> <p>The quality first teaching of reading continued and additional support was targeted in the classroom with increased opportunities for 1:1 reading with an adult for disadvantaged pupils.</p> <p>Explicit teaching of vocabulary throughout the curriculum which has extended the children's language and communication skills. This knowledge and application of vocabulary is clearly evident in the children's writing.</p> <p>Clear links between reading and writing enhances the children's understanding of vocabulary in a range of contexts.</p> <p>The school has developed vocabulary rich environments which has supported the disadvantaged pupils to increase their range of vocabulary.</p> <p>Target: Train more staff in delivering FFT and Talk Boost.</p> <p>To utilise the accelerated reader (ELS-Early Literacy support) for pupils who are unable to access the STAR reader assessments.</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>The attendance assistant is highly effective.</p> <p>Despite the challenges of COVID, relentless attention was given to the pupil's attendance. Ongoing support and challenge with key messages has raised the awareness of the importance of attending school.</p> <p>Efficient and robust systems were in place from the start and as a result families feel supported.</p> <p>The pastoral leader is highly effective. Ongoing, personalised support has improved the attendance of many vulnerable families who require additional support.</p>

	<p>The regular review of attendance with a specific focus on disadvantaged compared to non-disadvantaged as well as year groups/individual classes has led to targeted intervention for families.</p> <p>The importance of school attendance is promoted through newsletters and weekly attendance celebrations motivate individuals.</p> <p>Subsequently, these actions have led to the difference in attendance between disadvantaged pupils and their peers being only 1%.</p>
<p>Nurture provision carefully planned to meet the individual needs of the children. Tailored individual support improves the self-esteem and confidence of pupils.</p>	<p>Due to restrictions, the nurture provision was tailored towards individual pupils and took place on a one-to-one basis (face to face and remote) with our pastoral leader. As a result, attendance of these pupils is sustained. In addition, pupils are growing in confidence. Children are supported, cared for and have success.</p> <p>The role of the pastoral leader is highly effective. Pupils and families access this support confidently. Targeted support is identified and put in place leading to positive outcomes.</p> <p>Mental Health Support Team (MHST) Impact can be seen in the discharge letters for specific children where it has reported comments and feedback linked to the service. Here are a few that show the positive impact:</p> <p>RD (Y4- anxiety support)- <u>From discharged report dated 7.7.2021</u> "After the 6th and final session, parents expressed that they felt they had learnt further skills to help with the continued management of R's anxieties."</p> <p>BH (Y3- expressing emotions and managing feelings)- <u>From discharged report dated 11.6.2021</u> "We tracked these goals throughout treatment and the real positive you have seen is B's ability to communicate how he is feeling, you reflected that you had learned when to approach him and he is more open."</p> <p>Target: Make use of the MHST service for continued parental support with individuals but also expand their remit to a wider audience before the need for a full referral. Using their expertise as an early intervention.</p> <p>Target: Re-establish nurture group provision. 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>

Continue to develop parents as partners to support their child/ren by increasing parental engagement 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. Tailored individual support improves the self-esteem and confidence of pupils.

This will be carried forward into the strategic plan in 2021-2022.