



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Highwood Primary School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	FGB 4/12/23
Date on which it will be reviewed	July 2024
Statement authorised by	Wendy Sabaroche – Chair of Governors
Pupil premium lead	Matt Hickey - Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,210
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,680

# Part A: Pupil premium strategy plan

## Statement of intent

At Highwood Primary School we aim to reduce and then eliminate all barriers to accessing the curriculum that our disadvantaged pupils may face. We aim to ensure that progress for PPG pupils is in line with non-PPG pupils and that teaching, targeted and wider approaches to school life closes any gaps between these two groups both in progress and attainment.

Our plan is evolved through careful and focused monitoring and review, and we use data and up to date research to help formulate outcomes.

Our key principles are based around:

- Developing happy, confident pupils who value education and want to come into school every day.
- Developing effective communicators who can articulate their own opinions whilst being respectful listeners.
- Encouraging children to know it is okay to make mistakes in order to learn from them.
- Engaging parents so they are fully equipped and confident supporting their children.
- Nurturing children so they can access their learning and be motivated to achieve.
- Enabling access to support and enrichment so that all children can meet their potential.

## Challenges

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

Challenge number	Detail of challenge												
1	<p>Attendance</p> <p><b>Attendance comparison</b> 482 all Pupils (from 2022-2023)</p> <table border="1"> <thead> <tr> <th>Pupil Count</th> <th>2021/22 Attendance</th> <th>2020/21 Attendance</th> <th>2019/20 Attendance</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged: 88 (18%)</td> <td>90.1%</td> <td>92.5%</td> <td>89.0%</td> </tr> <tr> <td>Not Disadvantaged: 394 (82%)</td> <td>92.9%</td> <td>96.0%</td> <td>92.5%</td> </tr> </tbody> </table>	Pupil Count	2021/22 Attendance	2020/21 Attendance	2019/20 Attendance	Disadvantaged: 88 (18%)	90.1%	92.5%	89.0%	Not Disadvantaged: 394 (82%)	92.9%	96.0%	92.5%
Pupil Count	2021/22 Attendance	2020/21 Attendance	2019/20 Attendance										
Disadvantaged: 88 (18%)	90.1%	92.5%	89.0%										
Not Disadvantaged: 394 (82%)	92.9%	96.0%	92.5%										
2	Accelerating progress												

3	Emotional Wellbeing
4	School accessibility for all parents.
5	Wider school enrichment

## 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.

Challenge number	Intended outcome	Success criteria
1 Attendance	1 Attendance for vulnerable groups is at least in line with other school groups and at least in line with National Average.	The gap between PPG attendance and Whole school attendance is diminished. Evidenced through HT report to governors and the impact of the PSA role.
2 Accelerating progress	2.1 Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)	PPG children, in particular those with LPA, will have accelerated progress as a result of the WCR initiative. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.
	2.2 Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA)	An increased percentage of children will be assessed at the GDS stage for writing with more children from the EXS group across the school reaching the increased expectation. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.
	2.3 PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.	Disadvantaged pupils' attainment and progress in all subject data held by the school is at least in line with the school average. Reportable 'headline' data is at least in line with National Average. Evidenced through data held in Insight and through PPM documentation. External validation of school's approach to Maths having positive impact.
3 Emotional Wellbeing	Emotional wellbeing needs of PPG children are being met and there is not a disproportionate amount of nurture referrals for our PPG pupils.	The number of nurture referrals for PPG pupils is more in line with non-PPG pupils. 2020 – 2021 PPG = 13%. Non-PPG = 3% The time invested in our 360° Profiles has a positive academic and pastoral impact.
4 School accessibility for all parents.	An increased number of parents of vulnerable children are accessing the provision available from the school.	There is an increased percentage of PPG parents attending events that will support pupils' learning. This will be evidenced using Autumn term events as a baseline and the same events in Spring and Summer used to compare. (Literacy Workshops, Maths Workshops, SPLAT events, Parents' evening etc.)
5 Wider school enrichment	PP pupils attend educational visits, represent the school in sport fixtures and are involved in extracurricular and performing arts activities. PP pupils wear the school uniform. PP pupils have access to IT and online resources at home	Each PP student is properly dressed and wears the correct school uniform. Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons. Pupils have access to all educational visit opportunities on offer. Increased involvement of PP pupils in sport fixtures (PP target involvement >10%). Increased

		involvement of PP pupils in extracurricular activities (PP target involvement: >10%). This will be evidenced through our Sport's Premium analysis and through our 360° Profiles.
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## 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: £10,000 Allocated prior to Pupil Progress Meetings - £ 6478.68

6 x Staff meetings (1 per half term) £2380.98

6 x SLT meetings (1 per half term) £547.77

6x Learning walks focussing on disadvantaged pupils (1 per half term) £343.11

Focussed Curriculum Leadership time £3206.82 (Two subject leaders per half term – feedback to staff and governors)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Quality first teaching - Investment in developing strong pedagogical understanding across all curriculum areas</p> <ul style="list-style-type: none"> <li>• Teacher demonstration followed by guided practice and independent practice</li> <li>• Increased awareness for all staff of PP pupil barriers and gaps in prior learning collated through 360° profiles</li> <li>• Pupil progress meetings will include a focus on all PP children</li> <li>• Development of oracy through Voice 21 project</li> <li>• Teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills</li> <li>• Task checklists as a visual scaffold to support pupils to independently complete a task.</li> <li>• Targeted catch up support as 1:1 or small groups during extended school hours soft start and end</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>Implementation is a process and not an event – time invested in Quality Wave 1 teaching is shown to have longer lasting positive impact that a one off</p>	2
<p>1.2 Consolidate and increase expectations through the continued</p>	<p>Singapore Maths approach focuses on teaching the class through small steps of representation through to abstract concept of calculations. It focuses on</p>	2

<p>implementation of our Mastery Maths Plan.</p> <p>Children will be working on the same concepts as the rest of their class to build self-esteem, and differentiation will be achieved through level of thinking required. All children expected to achieve an understanding of each topic / concept (reach think in AET system).</p> <p>Our Mastery approach to Maths has seen an increase in both attainment and progress. To refresh and fully embed this with new staff, we have organised a half day training provision from the writer of the scheme to consolidate our approach and refine our approach to planning and resourcing. They will spend time with the maths curriculum leader, new staff and then a reminder to all staff.</p>	<p>pupils explaining their work and justifying it – success is when you are certain you know it.</p> <p>Finland use similar approach and children with SEND are more likely to catch up – higher attainers focus on ability to explain rich and complex problems, while others focus on deep understanding.</p> <p>KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018) to + 0.3 (2019)</p> <p>In 2019, 81% of mainstream pupils achieved (80% of PPG children) achieved the expected standard with 35% (30% of PPG children) achieving above the 110 standardised</p>	
<p><b>1,3 Embed WCR – post pandemic</b></p> <p>The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. They do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding, keeping in mind that children must learn to:</p> <p>Decode (D),          Explain (E)          Retrieve information (R),          Interpret meaning (I)          Comment on the author's choice of vocabulary or style (C).          Perform          Review</p>	<p>Children who may struggle with the physical decoding of words are potentially being held back in their comprehension due to not being able to engage in age-appropriate texts. The WCR approach allows all children to be exposed to age-appropriate vocabulary and their comprehension can be assessed by the teacher based on the knowledge of the extract that has been read during that session.</p> <p>Research conducted into ways to improve writing, particularly for children in KS2, for example:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf</a></p>	<p>2</p>

<p>1.4 Creation of whole school writing portfolio to show examples of WTS, EXS and GDS. Staff audit suggested that CPD was required to gain a full understanding of Greater Depth Writing in years 1, 3, 4 and 5. A writing portfolio will give teachers annotated samples of work completed by Highwood pupils from Highwood’s curriculum to be able to be used to make teacher assessment and next steps more accurate.</p> <p>1.5 Embed reading and writing rationale document. Reading and writing carefully mapped across every year group in each term. The rationale for books chosen based on extending pupils vocabulary.</p>	<p><a href="https://literacyforpleasure.wordpress.com/2017/04/09/what-the-research-says-the-13-most-effective-ways-for-improving-childrens-writing/">https://literacyforpleasure.wordpress.com/2017/04/09/what-the-research-says-the-13-most-effective-ways-for-improving-childrens-writing/</a></p> <p><a href="http://www.nwp.org.uk/research.html">http://www.nwp.org.uk/research.html</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000 (prior to PPMs taking place and based on last year planned provision)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.1 Teachers to use planned pupil conferencing and parental engagement to create a 360° profile of our disadvantaged pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>The implementation of our PPG support will be a process rather than an event and include the child, parent and school as recommended in the EEF documentation.</p>	<p>2, 3</p>
<p>2.2 Joshua Project – Disadvantaged pupils from the BAME community to receive</p>	<p><a href="https://thejoshua.academy/mentoring/">https://thejoshua.academy/mentoring/</a></p> <p><b>The Joshua Academy</b> is a unique entity specialising in mentoring and coaching for young people. Operating as a Centre of Excellence, we offer a wide range of services for young people who are predominantly at risk of not being</p>	<p>1, 3</p>

mentoring and coaching from	in education, employment or further training, (NEET, with a focused interest on STEM careers).  The project has had positive impact on secondary pupils and Highwood is the first pilot school for this project in the primary age range.	
2.3 Plus 1 (KS1) and Power of 2 (KS2) interventions run on a daily basis, with pupils identified in termly PPMs. Started in 2018.  Pupils work through the program systematically, with an adult 1:1 for 10 minutes a day. This aids pupils to make accelerated progress and help children to be working on the same concepts as the rest of their class to build self-esteem.  Pupils build a bank of strategies to solve maths problems and become more fluent in mental maths and arithmetic.	Maths Data:  KS2 progress outcomes increased from  -1.23 (2016); -3.6 (2017) to +0.2 (2018) to + 0.3 (2019)  Over these 3 years we have seen a significant rise in the number of children scoring 35+ in their mental arithmetic test at KS2. 65% of Highwood children scored 35+ in 2019, compared to 57% in 2018 and 40% in 2017.  In 2019, 81% of mainstream pupils achieved (80% of PPG children) achieved the expected standard with 35% (30% of PPG children) achieving above the 110 standardised score for the 'High score; standard.	3
Targeted Individual Support – See Provision Maps on Edukey		2

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

Budgeted cost: £ 35,000

360° Profiles - £11,640.93

Nurture Groups – tbc after PPMs

VCM Meetings – £772.24

Attendance monitoring - £7790.56

Parental engagement 75% PSA time £13431.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>3.1 Nurture groups:</u>	Our rigorous approach to monitoring attendance has seen our PA	1

<ul style="list-style-type: none"> <li>• PSA trained in nurture support and delivers 2 groups sessions a week and some 1:1 or small group sessions.</li> <li>• Teachers refer pupils by completing referral forms. PSA and CV then look at needs to pupils and plan groups.</li> <li>• Groups are focused on one of these key areas of pupils' wellbeing: <ul style="list-style-type: none"> <li>- Emotional Awareness</li> <li>- Social Skills</li> <li>- Friendship Skills</li> <li>- Self Esteem</li> <li>- Anger Management</li> </ul> </li> </ul> <p>Anxiety Management</p>	<p>percentage significantly reduce over the last 4 years. The EWS has</p> <p>Studies and research show the importance of nurturing primary school age pupils. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p><a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a></p> <p>OFSTED Inspection Framework 2019 and EIF (Education Inspection Framework).</p>	
<p><b>3.2</b></p> <ul style="list-style-type: none"> <li>• PSA engages with parents who aren't engaging with usual school support</li> <li>• PSA builds up trust and joint working with families</li> <li>• PSA signposts parents and families to appropriate support both in school and in the local area</li> <li>• Head Teacher, Dept Head, PSA and Head of Inclusion meet every 3 weeks to review cases and allocate support</li> </ul>	<p>Families who engage well with school benefit from close relationships and timely, focussed support. Children and family well-being is supported. Children make better progress in school.</p>	<p>4</p>
<p><b>3.3</b></p> <ul style="list-style-type: none"> <li>• Use home visits that happen in F1 and F2 to support what might be needed for individual families.</li> <li>• Use Class teacher's knowledge of pupils to provide home packs for maths, reading or writing. For example, a set of reading books or Numicon starter packs.</li> <li>• Provide opportunities for pupils to attend clubs or activities that will develop their self-esteem and skills in this area. For example, Reading athletics club.</li> <li>• Provide support to limit facts that inhibit pupils from arriving to school on time. For example, bus pass, breakfast club places, bike helmets.</li> </ul>	<p>This helps us support parents and pupils with their learning at home. It also enables us to build strong relationships with families of PPG pupils and increases self-esteem of pupils.</p> <p>We have key case studies of PPG pupils whose attendance has risen from 60% to near 100% due to support with breakfast club and bus passes.</p>	<p>1, 5</p>

**Teaching**

**£ 10,000**

**Targeted academic support**

**£ 65,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 22-23 academic year.

#### Attendance

Although whole school attendance has risen since 21/22, attendance figures for pupils in receipt of PPG has dropped slightly. Overall attendance for disadvantage pupils at Highwood Primary was 90.3% in the year 21-22, and 89.8% in the year 22-23.

Attendance comparison 450 all Pupils			
Pupil Count	2022/23 Attendance	2021/22 Attendance	
Disadvantaged: 84 (19%)	89.8%	90.3%	
Not Disadvantaged: 366 (81%)	94.0%	92.6%	

Specific year groups have shown a pattern lower attendance data than others. Children entering Year 1 as of 23-24 have consistently had lower attendance data than other year groups in the school. In other year groups with low attainment data, children who are in receipt of PPG as well as having SEND are noted as having more significant lengths of absences than their peers. Attendance officer to review and challenge persistent absentees.

Attendance comparison - by year group 450 all Pupils			
Pupil Count	2022/23 Attendance	2021/22 Attendance	2020/21 Attendance
Nursery 2, Not Disadvantaged: 30 (7%)	90.2%	Unknown	Unknown
Reception, Disadvantaged: 12 (3%)	81.3%	83.4%	Unknown
Reception, Not Disadvantaged: 45 (10%)	90.4%	84.6%	Unknown
Year 1, Disadvantaged: 8 (2%)	86.6%	90.0%	94.8%
Year 1, Not Disadvantaged: 51 (11%)	93.0%	88.7%	93.8%
Year 2, Disadvantaged: 7 (2%)	92.1%	83.3%	92.5%
Year 2, Not Disadvantaged: 52 (12%)	94.3%	91.5%	91.4%
Year 3, Disadvantaged: 15 (3%)	92.5%	90.3%	95.3%
Year 3, Not Disadvantaged: 47 (10%)	94.3%	93.0%	96.2%
Year 4, Disadvantaged: 8 (2%)	92.0%	92.2%	93.7%
Year 4, Not Disadvantaged: 52 (12%)	94.6%	94.5%	96.8%
Year 5, Disadvantaged: 12 (3%)	87.1%	92.0%	95.0%
Year 5, Not Disadvantaged: 50 (11%)	95.9%	94.0%	97.2%
Year 6, Disadvantaged: 22 (5%)	92.3%	91.7%	93.9%
Year 6, Not Disadvantaged: 39 (9%)	94.5%	94.2%	96.0%

## Attainment

Pre-Covid data showed positive progress for children in receipt of PPG. However, in the years after the school closures, disadvantaged children's attainment has not caught up with their peers. Our evaluations of the reasons for this are; continuing effects from the COVID-19 pandemic and the current 'Cost of Living' crisis being felt by many of our families ((Gibson-Moore et al., 2023; Finch & Tinson, 2022; Hill & Webber, 2022). Continuing struggles felt by some of our families are known to the school and support is already being put into place to mitigate some of the impact on children's attainment.

Disadvantaged Reading - Last 3 years 482 all Pupils (from 2022-2023)			
Pupil Count	2021/22 Sum2 Reading Main Assessment	2020/21 Sum2 Reading Main Assessment	2019/20 Sum2 Reading Main Assessment
Disadvantaged: 88 (18%)	Working Towards	Working Towards	Covid-19 School Closed
Not Disadvantaged: 394 (82%)	Expected	Expected	Covid-19 School Closed

  

Disadvantaged Maths- Last 3 years 482 all Pupils (from 2022-2023)			
Pupil Count	2021/22 Sum2 Maths Main Assessment	2020/21 Sum2 Maths Main Assessment	2019/20 Sum2 Maths Main Assessment
Disadvantaged: 88 (18%)	Working Towards	Working Towards	Covid-19 School Closed
Not Disadvantaged: 394 (82%)	Expected	Expected	Covid-19 School Closed

Disadvantaged Writing - Last 3 years 482 all Pupils (from 2022-2023)			
Pupil Count	2021/22 Sum2 Writing Main Assessment	2020/21 Sum2 Writing Main Assessment	2019/20 Sum2 Writing Main Assessment
Disadvantaged: 88 (18%)	Working Towards	Working Towards	Covid-19 School Closed
Not Disadvantaged: 394 (82%)	Expected	Expected	Covid-19 School Closed

### Emotional Well-being

Emotional well-being and mental health of our disadvantaged children continues to be an area of concern, particularly those who are on behaviour reports. With the hiring of a new family support worker and the implementation of a therapeutic thinking approach to behaviour, we should see some instances - of poor mental health and resulting behaviour improve.

### School accessibility for parents

Continuing from previous years, strong support from 'Friends of Highwood' (parent-teacher association) has resulted in more positive interactions between families and school.

### Wider school enrichment

The school continues to benefit from a wide range of extra-curricular clubs and activities that are highly popular, particularly for disadvantaged children. Close relationships between families and school have also ensured that children who excel in certain extra-curricular activities outside of school, but unable to access due to financial restraint, are able to do so.

Outcome 1	Desired Outcome Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)	<i>Expected Impact</i> PPG children, in particular those with LPA, will have accelerated progress as a result of the WCR initiative. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.
Evaluation	Attainment in reading has yet to catch up to the rest of the school. Further analysis needed. See Activity 1.3, -1.5 and school development plan.	
Outcome B	Desired Outcome Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA)	<i>Expected Impact</i> An increased percentage of children will be assessed at the GDS stage for writing with more children from the EXS group across the school reaching the increased expectation. This will be evidenced through use of Insight

		tracking data and through the school's Pupil Progress Meetings.
Evaluation	While the majority of children are making expected progress in writing, there is still a proportion of children (23%) who are not. Further analysis needed. See activity 1.4, 1.5 and school development plan.	
Outcome C	Desired Outcome PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.	<i>Expected Impact</i> Disadvantaged pupils' attainment and progress in all subject data held by the school is at least in line with the school average. Reportable 'headline' data is at least in line with National Average. Evidenced through data held in Insight and through PPM documentation. External validation of school's approach to Maths having positive impact.
Evaluation	Attainment in Maths has yet to catch up to the rest of the school. Further analysis needed. See activity 1.1, 1.2, 2.3 and school development plan.	
Outcome D	Desired Outcome Attendance for vulnerable groups is at least in line with other school groups and at least in line with National Average.	<i>Expected Impact</i> The gap between PPG attendance and Whole school attendance is diminished. Evidenced through HT report to governors and the impact of the PSA role.
Evaluation	Objective not yet met. Further analysis needed. Attendance office to closely monitor persistent absentee (3.2).	
Outcome E	Desired Outcome An increased number of parents of vulnerable children are accessing the provision available from the school.	<i>Expected Impact</i> There is an increased percentage of PPG parents attending events that will support pupils' learning. This will be evidenced using Autumn term events as a baseline and the same events in Spring and Summer used to compare. (Literacy Workshops, Maths Workshops, SPLAT events, Parents' evening etc.)
Evaluation	Objective not yet met. Further analysis needed. New family support worker in post to address engagement with parents. See 2.1.	
Outcome F	Desired Outcome PP pupils attend educational visits, represent the school in sport fixtures and are involved in extracurricular and performing arts activities. PP pupils wear the school uniform. PP pupils have	<i>Expected Impact</i> Each PP student is properly dressed and wears the correct school uniform. Students wear correct sports equipment and can immediately access reserves as required prior to purchase to

	access to IT and online resources at home	avoid missing lessons. Pupils have access to all educational visit opportunities on offer. Increased involvement of PP pupils in sport fixtures (PP target involvement >10%). Increased involvement of PP pupils in extracurricular activities (PP target involvement: >10%).
Evaluation	Objective not yet met. Further analysis needed. New family support worker in post to address engagement with parents. See 2.1.	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	