

## Pupil premium strategy statement Autumn Evaluation 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	435 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	18% (72)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	30 <sup>th</sup> September 2021
Date on which it will be reviewed ( year 2021-2022)	30 <sup>th</sup> September 2022
Statement authorised by	Bindu Rai
Pupil premium lead	Bindu Rai
Governor / Trustee lead	Eddie Tunnah

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,150.00
Recovery premium funding allocation this academic year	£10,730.00
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	£113,880.00

## Part A: Pupil premium strategy plan

### Disadvantaged KS2 pupil progress scores for last academic year (From 2019 data due to COVID-19)

Number of pupils = 17

Measure	Score	National
Reading	0.6	0.3
Writing	-0.5	0.3
Maths	-0.9	0.4

### Disadvantaged KS2 pupil performance overview for last academic year (From 2019 data due to COVID-19)

Measure	Score	National
Meeting expected standard Reading, Writing and Maths combined	41%	71%
Achieving high standard Reading, Writing and Maths combined	0%	13%
Average Reading score	102	105
Average Maths score	101	106

## Strategy aims for disadvantaged pupils

### Statement of intent

**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.**

When making decisions about using Pupil Premium funding it is important to consider the context of the pupil cohort and the challenges faced. Research conducted by Education Endowment Foundation has used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support and group learning support
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and Social Emotional Mental Health support

## Challenges

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

Challenge number	Detail of challenge
1	A number of pupils eligible for pupil premium come from backgrounds of high deprivation with very challenging social and personal issues. This has a negative impact on their personal well-being which, in turn, has an impact on their achievement in school. Some pupils from these backgrounds often have personal and social skills well below what is expected for a child of that age. As a result, their development, from both a social and academic perspective, can be significantly slower than for other pupils. These issues have also been exacerbated during lockdown when they have suffered from a lack of enrichment opportunities, and this has impacted upon family mental health and behavioural difficulties.

2	Our attendance data for this academic year indicates that unauthorised absence among disadvantaged pupils has been between 1.06% higher than for non-disadvantaged pupils. For example, in 2020-21, attendance for dis-advantaged was 90.66% compared to 96.17% for non-disadvantaged. Due to Covid -19 pandemic this disparity is also reflected in rates of persistent absence.
3	The reading, writing and maths skills of pupils eligible for pupil premium are not as well developed as those of other pupils. There is poor parental engagement. Many pupils experience difficulties understanding text, forming grammatically correct sentences. They also have problems with spelling and punctuation. These issues have been exacerbated as a result of lock down which means the proportions of disadvantaged pupils at ARE or above are lower than for other pupils in the school in many year groups.

### 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
Support pupils with sustained social, emotional, mental health wellbeing	<p>Sustained high levels of well-being from 2022-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• implementation of whole school PSHE curriculum programme called Jigsaw</li> <li>• findings from pupil leadership, pupil voice parent surveys and teacher observations are reflected upon, and actions set to improve well being</li> <li>• A significant increase in participation in enrichment activities among disadvantaged pupils</li> </ul>
Improve attendance and reduce persistent absenteeism	<p>Improve attendance of disadvantaged by supporting families. Average attendance target above 96%</p>
Phonics	<ul style="list-style-type: none"> <li>• Increase phonic pass score of disadvantaged pupils</li> <li>• Ensure all staff have received relevant training to implement consistently the new Systematic Synthetic Phonics scheme</li> <li>• Phonic intervention for all KS1 and Year 3 pupils with a specialised Teaching Assistant. This will ensure those pupils falling behind are specifically supported. Gaps in learning will be identified and addressed accordingly</li> <li>• Family workshops to increase parental engagement to support with reading and home learning</li> <li>• Monitor and track reading across the school to ensure all pupils are reading appropriate and engaging texts</li> </ul>
2022- 2024 Raised attainment of disadvantaged pupils	<p>EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing and maths in line with the % of non-disadvantaged pupils</p>

KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in reading, writing and maths in line with the % of non-disadvantaged pupils nationally

KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in reading, writing and maths matches with the % of non-disadvantaged pupils nationally

KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) in line with the % other pupils nationally

- Quality wave one and two teaching is evident to support those pupils who have regressed during the Covid -19 pandemic. These pupils will be identified during pupil progress meetings and will be assessed regularly by class teachers and Progress Phase Leaders
- Wave two implemented to support pupils eligible for pupil premium and who are prior middle attainers that could progress to greater depth
- Pupils eligible for pupil premium have opportunities to access the curriculum in a variety of ways to suit their learning styles and support their social, emotional mental health. Eg counselling, behaviour mentor, focused outdoor practical activities. This allows a more holistic approach, allowing pupils to thrive and flourish through emotional literacy.

## 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: £ 49,653.50

Reference made to <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch of a new PSHE curriculum ( Jigsaw ) which covers all key areas of a social, emotional and personal development</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- Family Support Worker</li> <li>- Behaviour Learning Mentor</li> <li>- Jigsaw Programme</li> <li>- Additional resources to support SEMH, alternative curriculum, enrichment opportunities</li> <li>- Thrive programme benefits</li> <li>- Carnegie Centre of Excellence for Mental Health in Schools</li> </ul>	<p><b>Education Endowment Foundation ( +4 months)</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Targeted interventions will focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community</p> <p>Parental engagement will support pupils with academic and emotional learning:</p> <ul style="list-style-type: none"> <li>- Engagement with home learning, reading</li> <li>- Intensive support for vulnerable families.</li> </ul> <p>Experience the personal and professional rewards of helping children and young people to regulate their own behaviour and learn about their emotions.</p> <p>Reduce exclusions and improve attendance and achievement levels by helping children and young people to engage with education.</p> <p>Strengthen links with parents and carers by offering Family Thrive courses to ensure a joined-up approach to supporting children and young people’s emotional and social needs.</p> <p><a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/</a></p> <p>The DfEd recognises the direct link between positive mental health in schools and successful educational outcomes; the Mental Health Award for Schools builds on this link and</p>	<p>1, 2, 3</p>

	provides a framework for educational institutions to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.	
<b>Evaluation Autumn 2022</b>		
<p>Actions are partially met and are ongoing:</p> <ul style="list-style-type: none"> <li>· £4,868 = 85 hours of support until August 2022 Family Worker</li> <li>· Behaviour Mentor allocated for two pupils £35.00 per session/ hour</li> <li>· Jigsaw: £992.00</li> <li>· Year 6 participation in Watford FC Community Positive Minds Programme</li> <li>· Thrive: £6106.00</li> <li>· Mental Health training - £900</li> </ul> <p>These are total salary costs  Classroom TA's : £279,043  Inclusion/Welfare support staff: £116,052 - total salary costs  Day trips subsidy(including on site workshops): £1062  Year 6 residential: £1500 ( 13 pupils)</p>		
<ul style="list-style-type: none"> <li>· Family Support Worker commenced support for identified pupils and their families from 19<sup>th</sup> April.</li> <li>· The service has been beneficial to support home visits.</li> <li>· Family first assessments:</li> <li>· Their knowledge and network of a wider experienced team engages disadvantaged families and helps to resolve complex family issues.</li> <li>· Jigsaw Programme has supported the teaching of PSHE and is continuing to develop across the school. Themes are being incorporated in assemblies and Awareness whole school themes.</li> <li>· Thrive Approach - The training will commence in the Autumn term. Pupils have been identified by the SENCo/Inclusion Lead. They and their families will benefit from the therapeutic sessions. Senior Leaders to visit a recommended school that has adopted consistently the Thrive Approach and the positive impact is evident.</li> <li>· Behaviour Mentor in place for one pupil</li> <li>· Year 6 PPG pupils benefited from the 10-week course within the school that focused on mental health and well-being. This commenced in April 2022. Evaluations indicate that the majority of pupils found the sessions beneficial in preparing them for Year 7 Secondary Education. Topics covered Introduction to Mental Health <ul style="list-style-type: none"> <li>• Building Positive Relationships</li> <li>• Body Mind &amp; Resilience</li> <li>• 5 Ways to Wellbeing</li> <li>• Gaming</li> <li>• Social Media &amp; Internet Safety</li> <li>• Body Image</li> <li>• Emotional Literacy &amp; Emotional Regulation</li> <li>• Talking about Mental Health</li> <li>• My Next Steps &amp; Future Planning.</li> </ul> </li> </ul>		

<p>Teaching Pedagogy – develop first quality teaching and consistency in approach</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- HfL Consultancy Support and training for</li> <li>- Essential English, Back on Track Medium Term Planning</li> <li>- Maths Mastery Readiness Programme training X2 colleagues</li> <li>- Essential Maths Planning</li> <li>- Scholar pack Assessment Tool</li> <li>- Physical development approaches in Early Years to improve young children’s physical growth, skills and health. Installation of large outdoor equipment</li> </ul>	<p><b>Education Endowment Foundation</b></p> <p><b>Reading Comprehension Strategies ( +6months)</b></p> <p><b>Teaching Assistant Interventions ( +4 months)</b></p> <p><b>Feedback ( +6months)</b></p> <p><b>Physical Development Approaches in early Years (+3 months)</b></p> <p>Staff training and induction programme for new teachers on delivering high quality English and Maths lessons (particular focus on effective modelling and differentiation)</p> <p>Focus upon Assessment for Learning approaches where feedback is given immediately during the lesson to support next steps</p> <p>We continue to reflect upon the capacity of staff within the school to be able to support new and less experienced educators</p>	<p>1, 3</p>
<p><b>Evaluation Autumn 2022</b></p>		
<p>Actions are partially met and are ongoing:</p> <ul style="list-style-type: none"> <li>· We continue to embed English and Maths first quality teaching through adapting practice and reviewing the training received from HfL Education Advisers</li> <li>· Adopt new ways to plan that is aligned with the new Curriculum Design model. Evaluation to take place in Summer term</li> <li>· Continue to deepen understanding of the use of</li> <li>· formative and summative data from Scholar Pack.</li> <li>· The outdoor Early Years provision has been enhanced allowing pupils of PP entitlement to strengthen their gross and fine motor skills</li> <li>· The school has implemented “Smart Moves” programme recommended by the Occupational Therapist</li> <li>· English Teaching and Learning Adviser, Alison Dawkins has offered support through working with the Writing Lead. She has also delivered staff training</li> <li>· Maths teaching and Learning Adviser has offered support through working with the school Maths Leads). She has also delivered staff training.</li> <li>· This support has been beneficial, where disadvantaged pupils needs have been evaluated and the medium term planning has been modified</li> </ul>		
<p>Phonics</p> <p>Early Years- Improve oracy, vocabulary and language</p>	<p><b>Education Endowment Foundation</b></p> <p><b>Phonics ( +5months)</b></p> <p>Teaching of phonics should be explicit and systematic to support pupils in making connections between the sound</p>	<p>1, 3</p>

<p>skills among disadvantaged pupils</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- Purchase of new programme that will support Early years, KS1 and those pupils who have not passed phonics screening in Year 2</li> <li>- HfL Consultancy Support and training for</li> <li>- Phonics, Reading teaching support</li> </ul>	<p>patterns they hear in words and the way that these words are written. We are currently investing various programmes that will support consistency in planning, teaching and assessing phonics</p> <p><b>Nuffield NELI Programme ( +4months)</b></p> <p>Monitoring activities will demonstrate that all children will benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school.</p> <p>Reception children will be assessed using the Nuffield Early Language programme (NELI) and any gaps identified and addressed. Baseline to end of programme outcomes will be strong.</p> <p>Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, book scrutinies, pupil voice sessions and ongoing formative assessments.</p> <p>Planning scrutiny will show a well-planned, progressive, highly ambitious, challenging and knowledge/language-rich curriculum.</p>	
<b>Evaluation Autumn 2022</b>		
<p>Actions are partially met and ongoing</p> <ul style="list-style-type: none"> <li>· After careful research and investigation, the school adopted Read Write Inc Phonics Programme to support pupils' development in Phonics, reading and writing. ( £12,000)</li> <li>· The team went to visit two schools and could clearly understand how an organised and consistent approach was yielded. Pupils were confident in their phonological awareness and ability to apply it in their writing.</li> <li>· Nuffield NELI Programme was delivered by highly experienced practitioners.</li> </ul> <p>Overall, all pupils made great progress in speaking and listening skills and concentration. Pupils benefitted from extending their vocabulary knowledge. This was particularly evident with EAL pupils.</p> <p>Confidence grew as the sessions developed. The NELI programme structure and routine helped pupils gain familiarity and improved their behaviours as they demonstrated great enthusiasm.</p>		
<p>Embedding principles of good practice set out in the DfE's Attendance Strategy</p>	<p><a href="http://www.gov.uk/government/publications/school-attendance/">www.gov.uk/government/publications/school-attendance/</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	2
<b>Evaluation Autumn 2022</b>		

<ul style="list-style-type: none"> <li>· Commencement of parental carer surgeries to discuss Attendance and punctuality concerns that is below 95%.</li> <li>· A revised policy and creation of a flowchart to guide parent/ carers</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,851.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assistant interventions	Large positive impact on learner	1, 2, 3
Small Group Tuition	Targeted learning outcomes	1, 2, 3
Mentoring	Improved motivation and willingness to learn	1, 2, 3
Individualised Instruction	Accurate differentiation	1, 2, 3

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

Budgeted cost: £24,375.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Interventions	Improvement in attitude to learning, readiness to learn and increased attendance to school Working in partnership with external agencies for identified pupils who are vulnerable	1,2,3
Subsidised Wraparound care, cost for clubs/trips and uniform	Extra-curricular and enrichment opportunities to enhance learning, engage pupils to increase their motivation to learn. Purchase of any additional resources required to support home learning – e.g: magazines/books to encourage home reading or additional maths support materials.  A child's educational development and enthusiasm for learning is rooted in memorable curriculum experiences. This is particularly important for children from disadvantaged backgrounds who may not have the wider life experiences and opportunities that other children have. Numerous studies show that providing children with a broad range of learning experiences linked to the arts, physical participation, science and technology can help to foster a wider love for learning	1,2, 3

	that moves into other subjects and leads to improved academic progress	
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**Total budgeted cost: £ 113,880.00**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021. A focus will continue upon attendance across the school, where attendance drops below 95%.

### 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
Reading Software	Lexia UK Ltd
Widgit Symbols	Widgit Online
Accelerated Reader	Renaissance Learning UK Ltd
Workshop Level 1	Makaton Learning for Early Years team
Reading Eggs	3P Learning
Zones of Regulation	Spectrum Autism
Skate Park Spelling	SPLD Hertfordshire
Sandwell Investment	GL Assessment
Thrive Programme	Thrive Online

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>First quality teaching.</p> <p>Advice from Educational Psychologist</p> <p>Support through SEN and inclusion to implement specific programmes of 1:1 intervention</p> <p>Specific Learning Difficulties Outreach Team support</p> <p>Circle of Friends support</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>ARE outcomes for one child at Mathematics and Reading and above ARE at Reading</p> <p>Following recommendations from above, small steps improvement reading &amp; spelling.</p> <p>Circle of Friends has resulted in better support for the child and peers. Social interaction is better and the child is much happier in school.</p> <p>EHCP accepted.</p>