

Pupil premium strategy statement 2023 -2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	437 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	19% (83 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	13 th December 2023
Date on which it will be reviewed (year 2023-2024)	1 st December 2024
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	£103,769.00
Recovery premium funding allocation this academic year	£9,570.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,339.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. Alongside British Values, our values of respect, empathy, gratitude, honesty and resilience permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum.

We intend 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 disadvantaged 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 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're set
- act early to intervene at the point the 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.

Parents/carers play a key role in supporting children to learn at home and we need to work together to support this.

This will include:

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for well-being and mental health
- interventions to increase parental engagement and to ensure there is equity for pupils

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 been used to support decisions around the usefulness of different strategies and

their value for money. 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.

Challenges

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

Challenge number	Detail of challenge
1	Some 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. Some pupils have emotional and behavioural difficulties and this can have a detrimental effect on their academic progress.
2	Although attendance for pupil premium children has improved, we need to maintain the improvement, as poor attendance reduces the children’s access to teaching and learning. We regularly monitor the attendance through monthly meetings and with the Attendance Improvement Officer (AIO).
3	Many of our children do not get the chance to access experiences outside home or school which develop their learning and their social skills. External visits are key to developing those opportunities and intend to enrich the cultural capital of our community.
4	Many of our pupil-premium pupils often attain less well in reading due to many reasons; many children start school with a limited receptive vocabulary in English, lower levels of oracy (expressive language), low reading mileage and a later start to reading, including phonics. Our Reception Baseline and internal assessments show that the majority of children enter school below age-expectations. The language and vocabulary gap is particularly evident for disadvantaged children and continues into KS2, where their attainment in reading at the end of KS2 is lower than their peers, non-pupil premium.

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>Children who have emotional and behavioural difficulties will make better progress and attainment and feel secure with their emotional health and well-being. Measured in YR through to Y6 by teacher Thrive assessments and successful internal and external moderation practices. In addition, it will be measured through qualitative evidence during pupil progress meetings, appropriate intervention data and attendance data. Support agencies such as CAMHS, the Inclusion Advisory Team and Hertfordshire Integrated Service for Learning (ISL) will further engage pupils.</p> <p>Sustained high levels of well-being from 2022-24 demonstrated by:</p> <ul style="list-style-type: none"> • implementation of whole school PSHE curriculum programme called Jigsaw • findings from pupil leadership, pupil voice parent surveys and teacher observations are reflected upon, and actions set to improve well being • A significant increase in participation in enrichment activities among disadvantaged pupils
Improve the attendance, so overall attendance is in line or above national average and reduce persistent absenteeism	<p>Improve attendance of the disadvantaged by supporting families. Average attendance target above 96%</p> <p>Children eligible for pupil premium will attend school daily. Where necessary, create a bespoke and personalised timetable allowing the child to build confidence to thus improve overall attendance. Where needed, additional emotional and wellbeing support is put in place.</p>
Phonics	<ul style="list-style-type: none"> • Increase phonic pass score of disadvantaged pupils • Ensure all staff have received relevant training to implement consistently the Systematic Synthetic Phonics scheme • 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 • Targeted KS2 pupils to be supported with a Fresh Start programme • Family workshops to increase parental engagement to support with reading and home learning • Monitor and track reading across the school to ensure all pupils are reading appropriate and engaging texts <p>Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when</p>

Improved oral language skills and vocabulary among disadvantaged pupils	triangulated with other sources of evidence, including engagement in lessons, book scrutiny, assessing the impact of structured interventions such as Attention Autism, NELI and Language Enrichment Programme and ongoing formative assessment.
Continue to diminish the difference in attainment across all key areas; reading, writing and maths	<p>Children eligible for pupil premium, will perform well across all areas of learning and will achieve in line with other pupils for reading and writing in all year groups. Measured in YR through to Y6 by teacher assessments and successful internal and external moderation practices.</p> <ul style="list-style-type: none"> • 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 mentoring, and 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: £ 56,669.50 (50% of expenditure)

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>Cost</p> <ul style="list-style-type: none"> - Family Support Worker - Behaviour Learning Mentor - Jigsaw Programme - Additional resources to support SEMH, alternative curriculum, enrichment opportunities - Thrive programme benefits 	<p>Education Endowment Foundation (+4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Targeted interventions will focus on how 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"> - Engagement with home learning, reading - Intensive support for vulnerable families. <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. https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/</p> <p>The DfE 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 provides a framework for educational institutions to evidence policies and initiatives that work</p>	1, 2, 3

	towards improving emotional health and wellbeing for both staff and pupils.	
<p>Teaching Pedagogy – develop first quality teaching and consistency in approach Create richer opportunities for writing, including writing across the curriculum, and enhance pupils' vocabulary and fluency in order to raise standards in reading and writing.</p> <p>Cost</p> <ul style="list-style-type: none"> - HfL Consultancy Support and training for - Essential English, Back on Track Medium Term Planning - Maths Mastery Readiness Programme training X2 colleagues - Essential Maths Planning - Scholar pack Assessment Tool - Physical development approaches in Early Years to improve young children's physical growth, skills and health. Installation of large outdoor equipment 	<p>Education Endowment Foundation Reading Comprehension Strategies (+6months) Teaching Assistant Interventions (+4 months) Feedback (+6months) Physical Development Approaches in early Years (+3 months)</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>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</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>Ensure quality first teaching across the school by continuing to develop:</p> <ul style="list-style-type: none"> • Accurate and precise explanation and demonstration of concepts • clear progression in learning • focused feedback and marking • focused and adapted questioning • high expectations for all children – being ambitious for every child • Target pupils where a gap in learning has been identified. 	1, 2,3,4,5
<p>Phonics</p> <p>Early Years- Improve oracy, vocabulary and language skills among disadvantaged pupils</p>	<p>Education Endowment Foundation Phonics (+5months)</p> <p>Teaching of phonics should be explicit and systematic to support pupils in making connections between the sound patterns they hear in words and the way that these words are written. We are currently investing</p>	1, 3

<p>Cost</p> <ul style="list-style-type: none"> - Purchase of new programme that will support Early years, KS1 and those pupils who have not passed phonics screening in Year 2 - HfL Consultancy Support and training for - Phonics, Reading teaching support 	<p>various programmes that will support consistency in planning, teaching and assessing phonics</p> <p>Nuffield NELI Programme (+4months)</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. The 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>	
<p>Embedding principles of good practice set out in the DfE's Attendance Strategy</p>	<p>www.gov.uk/government/publications/school-attendance/</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,334.75 (25% of expenditure)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a structured programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p>	<p>2</p>

who require further phonics support.	phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,334.75 (25% of expenditure)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour approaches with the aim of developing our school vision and improving behaviour across school. This to include bespoke training on social, emotional and mental health (SEMH) training, advocated by the Local Authority, (Therapeutic Thinking).	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Improvement in attitude to learning, readiness to learn and increased attendance to school Working in partnership with external agencies to identify vulnerable pupils.	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 that moves into other subjects and leads to improved academic progress	1,2, 3

Total budgeted cost: £ 113,339

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Review of Teaching activities:

Launch of a new PSHE curriculum (Jigsaw) which covers all key areas of a social, emotional and personal development

Actions are partially met and are ongoing:

- £4,868 = 85 hours of support until August 2023 Family Worker
- Behaviour Mentor allocated for two pupils £35.00 per session/ hour
- Jigsaw: £992.00
- Year 6 participation in Watford FC Community Positive Minds Programme
- Thrive: £6106.00
- Mental Health training - £900
- 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)
- Family Support Worker commenced support for identified pupils and their families from 19th April 2022
- We have several families receiving high support. Areas of support focus on well being of parent/ carers and child, attendance and punctuality concerns, support related to economic disadvantaged.
- The service has been beneficial to support home visits.
- Family first assessments:
- Their knowledge and network of a wider experienced team engages disadvantaged families and helps to resolve complex family issues.

- 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.
- Thrive Approach - The training commenced in the Autumn term. We have two colleagues who are now accredited as Thrive Practitioners. They will support targeted pupils 1:1. The pupils have been identified by class teachers and the SENCo/Inclusion Lead. They and their families will benefit from the therapeutic sessions. Senior Leaders visited a recommended school that has adopted consistently the Thrive Approach and the positive impact is evident. The visit was informative to understand organisation, therapeutic assessments and the roll out of the programme.
- Whole staff training took place on 20.02.23. This will facilitate the transition of support into the summer term.

Due to the strategies put in place, identified children received one to one sessions when required during the first part of the year. It was found that one to one thrive sessions were beneficial but not enough to reach out to all pupils. Therefore, a whole class thrive approach was adapted. 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

- Building Positive Relationships
- Body Mind & Resilience
- 5 Ways to Wellbeing
- Gaming
- Social Media & Internet Safety
- Body Image
- Emotional Literacy & Emotional Regulation
- Talking about Mental Health
- My Next Steps & Future Planning.

Teaching Pedagogy – develop first quality teaching and consistency in approach

Actions are partially met and are ongoing:

- We continue to embed English and Maths first quality teaching through adapting practice and reviewing the training received from HfL Education Advisers
- Adopt new ways to plan that is aligned with the new Curriculum Design model. Evaluation to take place in Summer term
- Continue to deepen understanding of the use of formative and summative data from Scholar Pack.
- The outdoor Early Years provision has been enhanced allowing pupils of PP entitlement to strengthen their gross and fine motor skills
- English Teaching and Learning Consultant has offered support through working with the Writing Lead. She has also delivered staff training
- English Teaching and Learning Adviser, has been supporting to strengthen and embed the teaching of English across the school with particular reference to: -Medium-term plans are aligned to the curriculum intent -Quality first teaching which interests, excites, motivates pupils, and accelerates their learning -Writing has a clear structure and sequence, and it is consistently followed to accelerate rates of progress for specific groups – disadvantaged, PMA, PLA -Clear evidence that phonics is being applied to spelling rules & writing

- Maths teaching and Learning Consultant has offered support through working with the school Maths Leads). She has also delivered staff training.
- This support has been beneficial, where disadvantaged pupils' needs have been evaluated and the medium term planning has been modified
- The SENCO/ Inclusion lead has continued to support practitioners to adaptive teaching methods. We need to continue to refine planning to continuously support pupils with SEND.

Early Years- Improve oracy, vocabulary and language skills among disadvantaged pupils

Actions are partially met and ongoing

- After careful research and investigation, the school adopted Read Write Inc Phonics Programme to support pupils' development in Phonics, reading and writing. (£12,000)
 - 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.
 - Read, Write Inc is now established within key stage one and Early Years. Resources are available for each stage of teaching as well as Fresh Start training. All staff have received the appropriate training needed to deliver Read, Write, Inc.
 - Nuffield NELI Programme was delivered by highly experienced practitioners.
- 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.
- 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.

Embedding principles of good practice set out in the DfE's Attendance Strategy

- Commencement of parental carer surgeries to discuss Attendance and punctuality concerns that is below 95%.
- A revised policy and the creation of a flowchart to guide parents/ carers.
- Meeting held with SAPT School Attendance Partnership Team to support specific cases where there are ongoing attendance concerns.
- We have reviewed the support within the Inclusion team for those pupils currently on a part-time timetable by forging strong partnerships with parents. We have made small adaptations to try and encourage pupils to stay longer at school.

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
IDL Literacy, Numeracy, Well Being Software	IDL / Ascentis

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	First quality teaching. Advice from Educational Psychologist Support through SEN and inclusion to implement specific programmes of 1:1 intervention Specific Learning Difficulties Outreach Team support Circle of Friends support
What was the impact of that spending on service pupil premium eligible pupils?	ARE outcomes for one child at Mathematics and Reading and above ARE at Reading Following the recommendations from above, there have been small steps improvement in reading and spelling. 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. EHCP accepted.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.