

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Highgate Infant School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Cheryl Kirby
Pupil premium lead	Cheryl Kirby
Governor / Trustee lead	David Marien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57835
Recovery premium funding allocation this academic year	£6235 Covid catch up carry forward £1640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2646

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	£ 68,356
---	----------

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intention is 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, both those in receipt of pupil premium and others, such as children from low socio economic backgrounds with parents working long and often unsociable hours in low paid agency work. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classified as disadvantaged or not.

High-quality teaching alongside highly effective pastoral support is at the heart of our approach, with a focus on areas in which disadvantaged young children require the most support. This will both help in closing the disadvantage attainment gap and at the same time will benefit children classified as non-disadvantaged pupils in our school. It is absolutely our intention that non-disadvantaged pupils' attainment is 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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted are aimed at supporting children's well-being and helping them to be ready for learning as well as developing communication skills and more obviously academic subject based interventions and strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Punctuality and attendance</p> <ul style="list-style-type: none">- Attendance levels are significantly below national average- Children often arrive late or are not ready to learn due to home life/before school routine

2	Personal Social and emotional issues 1. High proportion of children demonstrating lack of resilience and engagement
3	Poor Communication skills -children have poor listening skills -poor language comprehension -high levels of speech issues and delay – baby talk, immature language and pronunciation of sounds
4	Low baselines on entry in maths and phonics
5	Limited reading experiences prior to starting school and when not at school

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
Attendance rates for targeted children rise	School attendance for Pupil premium in line with rest of school and national data
Improved communication skills	Children can converse with peers and adults at age appropriate level by end of year 2
Children are engaged learners – and demonstrate more resilience	Pupil premium children attain in line with non-pupil premium peers
Children with low baselines make accelerated progress	

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training to run First class at number</i>	Over 55,000 pupils in Years 1 to 11 have been supported by 1 st Class@Number in 4,000 schools. <ul style="list-style-type: none"> - They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. - 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. 	4
<i>National Nurturing schools programme</i>	Studies have also found that children and young people’s academic performance increases following nurture provision (Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et al. 2010), including language and literacy skills (Hosie 2013).	1 2

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT reading intervention programme for Year 2	In school evidence shows accelerated progress	5 4
<i>Neli intervention part 1 for Year R and part 2 for year 1</i>	EEF 3 additional months’ progress in language skills, on average, compared to children who did not receive NELI.	3 4

	Children receiving the NELI programme also made an additional 2 months' progress in early word reading and an additional 5 months' progress on a teacher administered language assessment. compared to EAL children who did not receive NELI.	
<i>Early talk boost</i>	ICAN evaluation 72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the I CAN tracker. 3. 62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the I CAN tracker.	3
<i>Becoming First class at number and first class at number</i>	Over 55,000 pupils in Years 1 to 11 have been supported by 1 st Class@Number in 4,000 schools. - They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. - 93% of them showed more confidence and interest in learning mathematics in class after 1 st Class@Number.	4
<i>Teacher delivered Working memory intervention and assessment tool</i>	Improving Working Memory EEF +3 months (maths)	4
<i>Purchase of Clever touch board</i>	<i>IT provision to support implementation of interventions and links between intervention and QFT</i>	4, 5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve and enhance Breakfast club and after school club provision	Improved attendance = improved attainment	1 2

Allocate PSA to support families with attendance and acute need	Parental engagement EEF 3 months	1 2
Set up Nurture/sensory room to support vulnerable children with social and emotional difficulties	Studies have also found that children and young people's academic performance increases following nurture provision (Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et al. 2010), including language and literacy skills (Hosie 2013).	2

Total budgeted cost: £ 50,000

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 – 2022 academic year.

Aim	Outcome
Attendance rates for targeted children rise	Pupil premium children attendance 91.63%, fractionally higher than whole school attendance which is 91.34%. Term by term analysis shows 25 improved, 2 static and 10 children whose attendance % has gone down.
Improved communication skills	Good impact across school. Neli has run through the spring and summer but end of intervention (and full evaluation of impact) has been delayed due to staff absence impacting on delivery.
Children are engaged learners – and demonstrate more resilience	Children receiving Nurture have made excellent progress and this has been confirmed by Boxall and teacher comments in pupil progress meetings. Evaluation of nurture to be made more rigorous in future year to celebrate progress and illustrate impact more effectively to all.
Children with low baselines make accelerated progress	Clearly accelerated progress in reading for children receiving FFT - 8 children, 5 PPM Impact clear in FFT data and Teacher assessment end of year Table below shows PPM children only

Year 2 NC Reading over time

NC Reading Year 1 → Year 6 : Point in Time (1 to 7)

1 → 6	Ungraded	1	2	3	4	5	6
End of yr 2		4 26.7%	3 20%	3 20%	2 13.3%	2 13.3%	1 6.7%
Sum mid-term	15 100%						
Spring		5 33.3%	2 13.3%	3 20%	2 13.3%	2 13.3%	1 6.7%
Spr mid-term	15 100%						
Autumn		7 46.7%	1 6.7%	3 20%	2 13.3%	2 13.3%	
Aut mid-term		8 53.3%	3 20%	1 6.7%	1 6.7%	2 13.3%	

EYFS

EYFS data in shows accelerated progress from very low starting points

At start of the year no PPM children were working at age related expectations in any area. At the end of the year 81% of PPM children achieved GLD (9 of 11 children).

Comments and Further detail

Nurture and Parent Support

Nurture room is set up and in use for individuals as needed as well as for focused Nurture intervention

14 children targeted for specific nurture across year – 12 made good progress against boxall statements.

Nurture group training online booked for June – July

PSA support for families in place, PSA supported MHST team with training for parents and held attendance meetings

Attendance of pupil premium children across year improved. Data indicates Pupil Premium children attendance is in line with national Pupil premium and school attendance.

	Autumn 2021	Sept 2021-July 2022
Highgate	91.2%	91.4%
Highgate Pupil Premium	90.5%	91.5%
National Pupil Premium	90.3%	TBC

Breakfast club and afterschool club has supported 6 Pupil premium children. 1 CP, 1 CIN. Attendance of PP children regularly attending breakfast club - 95.3%

Academic Interventions

1st class at number training unavailable in year - booked to be delivered in September 2022

Phonics - (phonics intervention prioritised over ETB and WM)

Year 2 Autumn

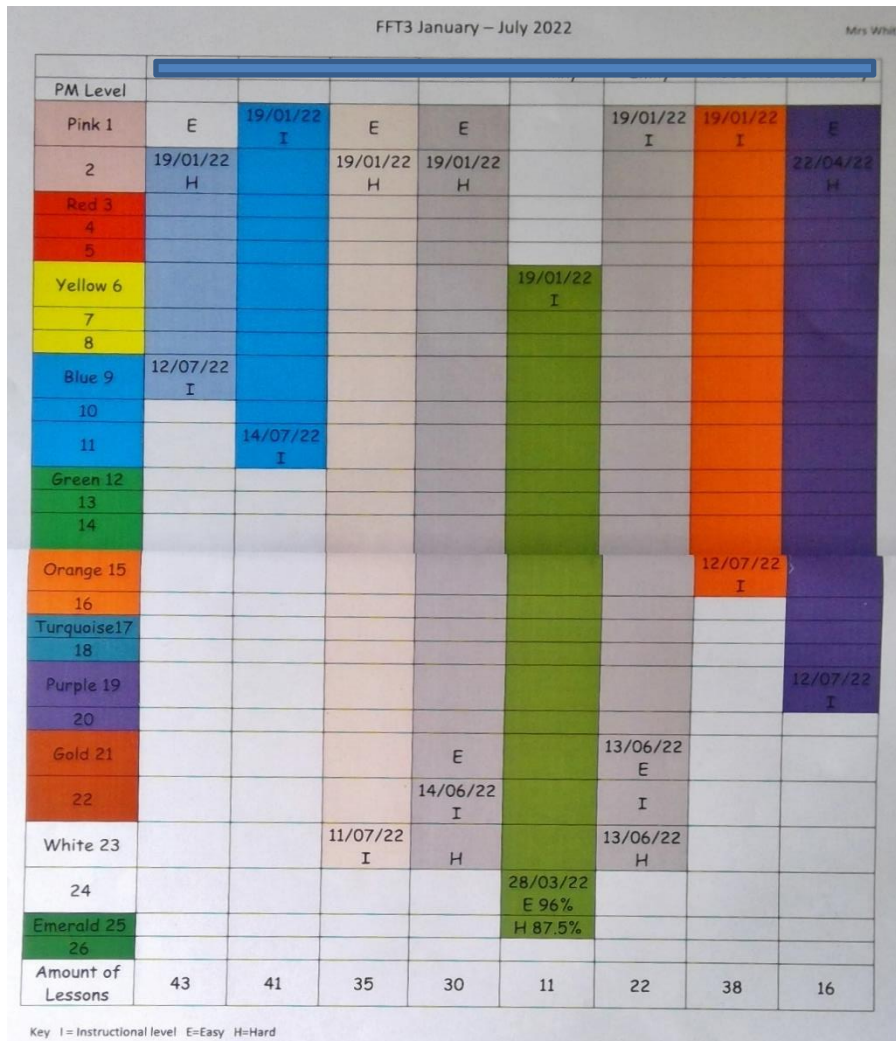


Year 1 spring – summer

	2019 national	Highgate 2022	Comments
Pupil premium (10)	71%	60%	Nationally post covid it is recognised that the Gap between pupil premium and non pupil premium has grown Of the 4 that did not pass 1 has significant speech and language disorder/delay and has daily salt – weekly SAL therapist (still managed 27) 1 child has

			moderate autism, 3 rd child has 3 dyslexic brothers
Not pupil premium(9)	84%	89%	Only child who did not pass has attended less than a term due to Leukaemia.
All	82% (norfolk 79%)	74%	3 will make next years year 2 phonics screen (18, 27 and D) 2 children scored 3 and 5 – unlikely to achieve in year 2

FFT data – each column represents 1 child



Neli data

	<i>Lang screen score Nov</i>	<i>Laing screen total percentile rank Nov</i>	<i>Lang screen score July</i>	<i>Laing screen total percentile rank Nov</i>
<i>Child 1</i>	91	28	101	53
2	87	20	86	19
3	83	13	87	20
4	85	17	94	35
5	65	1	88	22
6	76	6	91	28

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.