

HIGHGATE PRIMARY ACADEMY

# Pupil premium strategy statement 2024-2025

*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 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	Highgate Primary Academy
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	110
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Sunley
Pupil premium lead	Annette Rogers/ Laura Pollard.
Governor / Trustee lead	Jo Woffenden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,000
Recovery premium funding allocation this academic year	
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	£168,000.00
<b>Total Spend for this academic Year</b>	<b>£292,430.19</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge	Leads	Cost
1	Attendance and Persistence Absenteeism	AR/LG	£39,447.83
2	Child and Family Mental Health Issues.	AR/LP/SS	£45728.51
3	Cultural Capital, Life skills Opportunities/ Outdoor Learning	CS/AQ/KS	£51,616.90
4	Career Aspirations across the curriculum	LG/KS/CS	£106783.69
5	Academic Opportunities in Reading Writing, Spoken Lang, Maths	CS/DC/Phase Leaders.	£48,853.26
		Total Cost	<b>£292,430.19</b>

### 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	Funding
1. Increased Attendance rates and	- Trust Attendance Lead effectively supporting school attendance lead (Release Time)	<b>£3,000.00</b> (500x6)

Decreased PA rates for Pupils eligible for PP	<ul style="list-style-type: none"> <li>- School attendance lead – working closely with Families is unpicking barriers and planning/actions to overcome these jointly, using allocated Leadership time (Release Time)</li> <li>- Planning and liaison time with Safeguarding <b>Lead</b> to construct EHA/support. (Release Time) Attendance lead, SENCO and DSL to liaise with other agencies involved to support with improving attendance with key families (Release Time)</li> <li>- Leadership time to carry out home visits (Release Time)</li> <li>- Attend training and release time to implement new training. All staff upskilled in new changes.</li> <li>- Continue to apply/monitor/refine new systems rigorously.</li> <li>- PA pupils attending school to be in line with National Average.</li> <li>- PA families engaged in school and supported to attend.</li> <li>- Overall PP attendance improved to be in line with national average.</li> <li>- Attendance Rewards are in place.</li> <li>- Training/workshops for families</li> <li>- TA-working with PPF children to support and encourage attendance.</li> </ul>	<p><b>£3,600.00</b> (100x6x6)</p> <p><b>£1,287.00</b> £33x39Weeks</p> <p><b>£200.00</b> £10.00x 20weeks</p> <p><b>£5,120.00</b> X16 staff160 per day.</p> <p><b>£1,500.00</b></p> <p>£500x3</p> <p><b>£198.00</b> £33.00x6</p> <p><b>£14,905.00 ÷ 3 =</b></p> <p><b>£4,968.33</b></p> <p>£34,479.50 for 39 weeks.</p> <p><b>Total: £39,447.83</b></p>
2. Impact on the mental health, well-being and personal development of all children with a focus on PP children adversely effected anxiety and home challenges.	<ul style="list-style-type: none"> <li>- External Mental Health Practitioner undertaking an audit and supporting school MH Lead to carry out identified cations that improve pupils mental health.</li> <li>- Behaviour Lead is creating, delivering and monitoring CPD that enables – improve pupils understanding of their emotions/regulation.</li> <li>- Teaching Assistant – working alongside DSL – undertaking counselling responsive to context challenges.</li> <li>-</li> <li>- External school councillor/EP working with Identified pupils each term.</li> </ul>	<p>£400.00x 3</p> <p>£100.00x3halfdays</p> <p><b>£1500.00</b></p> <p><b>£500.00(PPF)</b></p> <p>£863.00 x3staff meetings</p> <p><b>=£2560.00 (853.33(PPF)</b></p> <p><b>£50x6=</b></p> <p><b>£300.00</b></p> <p>??</p> <p>£400 X 6 =</p> <p>£3,000÷3=£1,000.00(PPF)</p>

	<ul style="list-style-type: none"> <li>- Target pupils accessing Thrive and Boxall sessions.</li> <li>- Nurture provision set up for lunchtimes.</li> <li>- Assess the needs of our school community and support pupils as required, through setting up and carrying out specific training and workshops for parents linked to current needs.</li> <li>- Extending support and liaising on time with Health visitor – regarding intimate care.</li> <li>- Provide further Social, Emotional and Mental support to pupils and families through teacher monitoring and communication with DSL and parents.</li> <li>- To offer Breakfast Club provision to identified pupils/free or subsidised.</li> <li>- TA support in the Classroom to support pupils PD/SEMH wellbeing.</li> </ul>	<p>6.39x5x39=£1230.45(PPF)</p> <p>3Tas = £3,691.35 (PPF) SLT x1= 1.5 days= £150.65 (PPF) 1xMLT 10days=£750.00</p> <p>???</p> <p>3xStaff 75.00x39wks= £2925.00 £34,479.50 for 39 weeks. Total: £45728.51</p>
3. Cultural Capital and Life Skills Opportunities / Outdoor Learning.	<ul style="list-style-type: none"> <li>- Allocated budgets to contribute towards trips.</li> <li>- Allocated funding to purchase resources to make learning for accessible and interactive.</li> <li>- Musicianship is developed through specialist music staff.</li> <li>- Purchase resources/prompts/CPD that promote role play and learning through the lens of different disciplines.</li> <li>- Continue to develop links with Secondary school, Colleges, and workplaces to raise aspirations.</li> <li>- Inset day given over: One teacher day 6.5 hours to be used for 60mins clubs over 1 term, linked to subjects being taught.</li> <li>- Funding resources for clubs that can be run after school.</li> <li>- TA support in the class for encouraging/inclusion of PPF</li> </ul>	<p>£3933.33 (PPF)</p> <p>£2,000(PPF)</p> <p>£2333.33</p> <p>£2500.00</p> <p>£1000.00</p> <p>£5091.07</p> <p>Resources £20.00x14=£280.00 £34,479.50 for 39 weeks. Total: £51,616.90</p>
4. Career Aspirations across the curriculum	<ul style="list-style-type: none"> <li>- Targeted Careers education for EYFS/KS1 (NHS-Roles) /LKS2 (Pathfinders)/UKS2 (Dream Big)</li> <li>- Specialists to share their knowledge and experience linked to subjects – Chef, Artist.</li> </ul>	<p>One Careers Week x5 day= £25455.35÷3= £8485.12(PPF) ??</p>

	<ul style="list-style-type: none"> <li>- Life skills workshops. Using a washing machine, folding cloths etc.</li> <li>- Leaders released time to secure links and partnerships to carry out career's week to inspire both parents and pupils.</li> <li>- Pupils as leaders Project (Release time for each teacher to meet with a group of pupil leaders linked to the subjects they lead and carry out actions suggested by pupils to have desired impact.</li> <li>- TA support and encouragement for PPF to be included and develop confidence to engage</li> </ul>	<p>6 hrs x 14TAs= 176.82(PPF)</p> <p>6Hrs= 101.00(PPF)</p> <p>SLT/MLT/CT/TAs= <b>£1455.24</b></p> <p>£454.68 (36Hrs-PPF)</p> <p><b>Total: £106783.69</b></p>
5. Improved: spoken language; reading; writing and maths outcomes at EYFS, KS1 and KS2 for PPF/higher attainers/more able pupils	<ul style="list-style-type: none"> <li>- Ring fence time for EYFS practitioners to change and update – communication and language focused areas of provision.</li> <li>- Resources sought and put in place to support pupil's role play and drama.</li> <li>- PD release time, to help support Pupil lead Assemblies to develop public speaking and presentation skills.</li> <li>- TA support in classrooms for PPF in core and foundation subjects.</li> <li>- <b>Reading:</b></li> <li>- RA to be assessed and evaluated termly. Reading intervention implemented and coaching put in place to support with impact on reading.</li> <li>- Reading Lead to upskill and support Reading Tutors to work with target pupils across school.</li> <li>- Interventions for RW Inc, targeted at pupils' specific gaps in knowledge.</li> <li>- <b>Writing:</b></li> <li>- Lit Lead carry out gap analysis across school and implement whole school training and assessment to ensure gaps in learning for targeted pupils are secured (Mainly PPF)</li> </ul> <p>Handwriting Scheme/Ruled books.</p> <ul style="list-style-type: none"> <li>- <b>Maths:</b></li> <li>- Maths Lead to support teachers with carrying out and using gap analysis of core arithmetic skills, and targeted teaching to ensure gaps in knowledge are secured (Mainly PPF).</li> <li>- Leaders are released to carry out actions and work with staff to support them effectively.</li> </ul>	<p>£1500.00</p> <p>£2000.</p> <p>£251.53</p> <p><b>£34,479.50</b> for 39 weeks.</p> <p>£1500.00</p> <p>331.00 (6hrs)</p> <p>1023.00 (6Hrs)</p> <p>£333.00 (36hrs)</p> <p>£2,000(PPF)</p> <p>251.31(6Hrs)</p> <p>£4523.58 (18hrs)</p>

	<ul style="list-style-type: none"> <li>- <b>Revision:</b></li> <li>- Revision materials are explored and purchased to support targeted pupils in year 6.</li> <li>- Teachers funded to carry out specialist booster classes after school and during holidays.</li> <li>- Writing and Maths outcomes from 24-25 continue to improve.</li> <li>- Teaching and Learning Lead release time to support and coach staff to develop their QFT to developing retention/memory across subjects.</li> </ul>	<p>??</p> <p>£307.14 (6hrs) PPF</p> <p>??</p> <p>993.00(18hrs)</p> <p><b>Total: £48,853.26</b></p>
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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, TAs, Release Time, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity 1. <b>Attendance and Persistence Absenteeism</b>	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on attendance guidance changes and how all staff can contribute to improve the culture so that attendance is reinforced at all levels.	<a href="#">Effective Teacher Professional Development: New Theory and a Meta-Analytic Test - Sam Sims, Harry Fletcher-Wood, Alison O'Mara-Eves, Sarah Cottingham, Claire Stansfield, Josh Goodrich, Jo Van Herwegen, Jake Anders, 2023 (sagepub.com)</a> Effective teachers improve pupil achievement, help close the gaps between more and less advantaged pupils, and increase pupil earnings in later life ( <a href="#">Chetty et al., 2014</a> ; <a href="#">Hamre &amp; Pianta, 2005</a> ; <a href="#">Slater et al., 2012</a> ).	1
Activity 2. <b>Child and Family Mental Health Issues.</b>	Evidence that supports this approach	Challenge number(s) addressed
External Mental Health Practitioner undertaking an audit and supporting school MH Lead to carry out identified cations that improve pupils mental health. Behaviour Lead is creating, delivering and monitoring CPD that enables – improve pupils understanding of their emotions/regulation.	<a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2
Activity 3. <b>Cultural Capital, Life skills Opportunities/ Outdoor Learning</b>	Evidence that supports this approach	Challenge number(s) addressed
Allocated funding to purchase resources to make learning for accessible and interactive. Musicianship is developed through specialist music staff. Purchase resources/prompts/CPD that promote role play and learning through the lens of different disciplines.	<a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	3



Activity 4. <b>Career Aspirations across the curriculum</b>	Evidence that supports this approach	Challenge number(s) addressed
Targeted Careers education for EYFS/KS1 (NHS-Roles) /LKS2 (Pathfinders)/UKS2 (Dream Big, Start Small) Specialists to share their knowledge and experience linked to subjects – Chef, Artist. Life skills workshops. Using a washing machine, folding cloths etc. Leaders released time to secure links and partnerships to carry out career's week to inspire both parents and pupils.	<a href="#">Students' aspirations, expectations and school achievement: what really matters? - Khattab - 2015 - British Educational Research Journal - Wiley Online Library</a>	4
Activity 5. <b>Academic Opportunities in Reading Writing, Spoken Lang, Maths</b>	Evidence that supports this approach	Challenge number(s) addressed
Ring fence time for EYFS practitioners to change and update – communication and language focused areas of provision. Resources sought and put in place to support pupil's role play and drama. Writing: Lit Lead carry out gap analysis across school and implement whole school training and assessment to ensure gaps in learning for targeted pupils are secured (Mainly PPF) Handwriting Scheme/Ruled books. Maths: Maths Lead to support teachers with carrying out and using gap analysis of core arithmetic skills, and targeted teaching to ensure gaps in knowledge are secured (Mainly PPF). Leaders are released to carry out actions and work with staff to support them effectively. Writing and Maths outcomes from 24-25 continue to improve. Teaching and learning Lead release time to support and coach staff to develop their QFT to developing retention/memory across subjects.	<a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">More education leads to a healthier lifestyle (theconversation.com)</a>  <a href="#">The importance of maths and english (inspira.org.uk)</a>  <a href="#">What makes great pedagogy? Nine claims from research (publishing.service.gov.uk)</a>	5

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

Budgeted cost: £ 25,000+£8,000.00=£33,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistance deliver coaching to help pupils catch up and keep up, because [pupils have been absent.	The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their	1

	confidence in and enjoyment of writing. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</a>	
Teaching Assistant – working alongside DSL – undertaking counselling responsive to context challenges. External school councillor working with Identified pupils each term. Target pupils accessing Thrive and Boxall sessions. Nurture provision set up for lunchtimes.	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2
Reading: RA to be assessed and evaluated termly. Reading intervention implemented and coaching put in place to support with impact on reading. Reading Lead to upskill and support Reading Tutors to work with target pupils across school. Interventions for RW Inc, targeted at pupils' specific gaps in knowledge. Revision: Revision materials are explored and purchased to support targeted pupils in year 6. Teachers funded to carry out specialist booster classes after school and during holidays. Spoken Language: Speech and language assessment and interventions regularly carried out. Teaching Assistants identified as lead and train attending to upskill themselves.	<a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £ 44,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance Lead effectively supporting school attendance lead (Release Time). School attendance lead – working closely with Families is unpicking barriers and planning/actions to overcome these jointly, using allocated Leadership time (Release Time) Planning and liaison time with Safeguarding Lead to construct EHA/support. (Release Time) Attendance lead, SENCO and DSL to liaise with other agencies involved to support with improving attendance with key families (Release Time) Leadership time to carry out home visits (Release Time) Attend training and release time to implement new training. All staff upskilled in new changes. Continue to apply/monitor/refine new systems rigorously. PA pupils attending school to be in line with National Average.	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1

PA families engaged in school and supported to attend. Overall PP attendance improved to be in line with national average. Attendance Rewards are in place. Training/workshops for families	<a href="#">The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)</a>	
Assess the needs of our school community and support pupils as required, through setting up and carrying out specific training and workshops for parents linked to current needs. Extending support and liaising on time with Health visitor – regarding intimate care. Provide further Social, Emotional and Mental support to pupils and families through teacher monitoring and communication with DSL and parents.  Breakfast Club offer to identified pupils/families Free/Subsidised.	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">The Importance of SEMH Strategies in Schools - The Teaching Couple</a> <a href="#">The importance of breakfast for school-aged children (nutrition.org.uk)</a>	2
Allocated budgets to contribute towards trips. Continue to develop links with Secondary school, Colleges, and workplaces to raise aspirations. Inset day given over: One teacher day 6.5 hours to be used for 60mins clubs over 1 term, linked to subjects being taught. Funding resources for clubs that can be run after school.	<a href="#">The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)</a>	3
Pupils as leaders Project (Release time for each teacher to meet with a group of pupil leaders linked to the subjects they lead and carry out actions suggested by pupils to have desired impact.	<a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a>	4
Spoken Language: Speech and language assessment and interventions regularly carried out. Teaching Assistants identified as lead and train attending to upskill themselves. PD release time, to help support Pupil lead Assemblies to develop public speaking and presentation skills.	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £ 134,435**

## 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.

- LC has worked with target families. Also, has conducted home visits. New systems and procedures have been developed e.g. the attendance tracker. LC has worked with AR FLO to target families, and offer support to them.
- Attendance meetings with parents have been arranged and attended. LC has undertaken 1 to 1 work with children in school e.g. OLL & BL.
- Project with Dearne Secondary to target families and promote a consistent attendance ethos.
- Attendance has moved above LA and inline with NA , but remains variable – sickness and holidays have taken place even though unauthorised .
- Current : A : 90.5% & PA :34.21
- AR and SS have undertaken the level 3.
- EM undertook level one but has since left.
- Mental Health lead identified – KS, but requires training.
- New School Inclusion Team has been created to identify pupils and support for pupils causing concern – this has worked well, e.g. placements to work with Astrea Councillors.
- Thrive member training and identified pupils have been put on action plans.
- New Nurture provision being developed ready for September 22, with support from NR/Astrea.
- AH delivered staff well-being sessions . Bereavement sessions for the year 5 and 6 through Compass ( new links made with organisations)
- Mission statement created for Mental Health for school to be implemented in 22-23 September.
- New PSHE SOW Jigsaw and Online Safety.
- New Pivats PSED – purchased and staff in each key stage trained.
- Adjustments to timetables so mindfulness activities were taught/ class Dojo introduced, Cosmic Yoga, Brain Breaks.

### 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
Counselling- Mental Health Support	Astrea Academy Trust Therapeutic Team- Counselling Service
Neli- Language Support	NELI
Fresh Start/ RWI Training	RWI
Thrive	Astrea
Boxall Nurture	Astrea
Barnsley – Range of training	
Counselling for self-esteem and play	Compass

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*