

# Pupil Premium Strategy

1. Summary information								
School	Highfield Primary School							
Academic Year	2019-20				Date of most recent PP Review		July 2019	
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		TBC	13	24	34	43	33	46
Total number of pupils	851	Number of pupils eligible for PP			Date for next internal review of this strategy		July 2020	

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2. Current attainment			
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018 )</i>
% reaching the expected in Reading	75%	48%	79%
% reaching the expected in Writing	50%	45%	76%
% reaching the expected in Number	75%	58%	82%
% reaching in expected GLD	50%	47%	74%
KS1	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018 )</i>
% reaching the expected in Reading	74%	62% (66%)	79%
% reaching the expected in Writing	74%	56% (57%)	74%
% reaching the expected in Maths	74%	60% (62%)	80%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018 )</i>
% reaching the expected in GPAS	72%	75%	%
% reaching the expected in Reading	54%	55%	80%
% reaching the expected in Writing	61%	65%	83%
% reaching the expected in Maths	57%	66%	81%

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KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching in expected standard or above in Reading, Writing and Maths	44%	48%	70%
% achieving a high level of attainment in Reading, Writing and Maths	0%	3%	12%
Average progress in Reading, Writing and Maths.	Reading Writing Maths	Reading -0.9 Writing 0 Maths -0.2	Reading 0.31 Writing 0.24 Maths 0.31
Average scaled score in Reading and Maths	Reading 99.1 Maths 99.7 GPAS 104.5	Reading 100 Maths 101 GPAS 105.2	Reading 106.1 Maths 105.4
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
A.	Oral language skills in Reception are lower for pupils eligible for Pupil Premium (which impacts on achievements and progress in all prime areas)		

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<b>B.</b>	There are identified PP children that will need support in reaching ARE	
<b>C.</b>	PP chn numbers do not reflect a true representation of the school cohort.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Significant number of PP children are regularly late to school.	
<b>E.</b>	Attendance rates for PP children are improving (now in line with national) However, we would like this to increase further to 96%	
<b>F.</b>	Challenging home circumstances for a significant number of PP chn	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Ensure that oral language skills develop rapidly for those children in EYFS/Y1.</p> <ul style="list-style-type: none"> <li>- Focused monitoring and assessment of Communication, Language and Literacy strands of the EYFS curriculum from entry baseline. An increase based on 2018-2019 data.</li> <li>- Continue to implement speaking and listening continuums.</li> </ul> <p>An increase in Pupil Premium children achieving the Good Level of Development (GLD) on exit from Reception.</p> <ul style="list-style-type: none"> <li>- Implement speaking and listening continuums for Y1 PP children from entry.</li> </ul>	<ul style="list-style-type: none"> <li>• 35% increase from baseline in percentage of PP children achieving 'speaking' ELG</li> <li>• 5-10% increase from baseline in percentage of PP children achieving GLD on exit from Reception</li> <li>• All PP children will make progress on the speaking and listening continuums.</li> </ul>
<b>B.</b>	<p>Increase in the number of PP chn in each YG reaching ARE at the end of 2019-2020.</p> <ul style="list-style-type: none"> <li>- In each of the core areas (Reading, Writing and Maths) the number of PP chn in each YG reaching ARE at the end of 2019-2020 will increase.</li> <li>- Interventions planned to increase attainment of PP children.</li> </ul>	<ul style="list-style-type: none"> <li>• 10-15% increase in PP children reaching ARE in each year group (when compared to previous year)</li> </ul>

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<p><b>C.</b></p>	<p>Ensure accurate pupil premium data and raise awareness of pupil premium eligibility.</p> <ul style="list-style-type: none"> <li>- Workshops to promote pupil premium</li> <li>- Increase parent knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Pupilpremium data will be accurate</li> <li>• Parents knowledge and understanding will increase</li> <li>•</li> </ul>
<p><b>D.</b></p>	<p>Decrease the number of lates for PP children to close the gap between lates for PP and lates for non-PP children.</p> <ul style="list-style-type: none"> <li>- Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT.</li> <li>- All parents will be spoken to.</li> <li>- Specific incentives will be put in place to improve lates (class and individual).</li> <li>- Parents will be invited to workshops and coffee morning.</li> <li>- Increase parents knowledge of the impact of being late.</li> </ul>	<ul style="list-style-type: none"> <li>• PP children who are repeatedly late to school will be identified.</li> <li>• PP lates to decrease by 20-25%</li> </ul>
<p><b>E.</b></p>	<p>Attendance of PP children will improve further (Target = 96%)</p>	<ul style="list-style-type: none"> <li>• Attendance for PP children continues to rise.</li> <li>• Attendance target = 96% +</li> </ul>

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<b>F.</b>	<p>Parental engagement with curriculum content and child's progress/attainment to increase.</p> <ul style="list-style-type: none"> <li>- Attendance to parent workshops monitored, encouraged and analysed.</li> <li>- Attendance to parent's evening monitored, encouraged and analysed.</li> <li>- Specific parent learning planned to support parents with homework for the core subjects e.g. calculation strategies, phonics.</li> <li>- Teachers review workshops and parents evenings with follow up actions included.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents accessing workshops, parents evenings (% increase)</li> <li>• Positive survey responses from parents</li> <li>• Increase in homework being completed by PP children.</li> </ul>
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<b>5. Planned expenditure</b>						
<b>Academic year</b>	<b>2019-20</b>					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
<b>i. Quality of teaching for all (CPD, training and support packages)</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	

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<p>Ensure that oral language skills develop rapidly for those children in EYFS/Y1.</p>	<p>Early Years CPD on early language acquisition. High focus on Communication, Language and Literacy provocations across the unit and throughout Autumn term/onwards as needed. Practitioner modelling of communication skills. Embed and maintain whole-school vocabulary project. Dedicated speaking and listening (talk time/snack time daily) Dedicated time to explain vocabulary meaning.</p>	<p>EYFS Philosophy and extended EYFS approach focuses heavily on the acquisition and application of language.</p> <p>Focus on functional vocabulary.</p>	<p>AHT for EYFS/Y1 to monitor progress in the CLL curriculum strand. YGL to model practice daily with regards to conversations between staff and children , high quality questioning to extend learning (in line with EYFS eJournal expectations) <b>Estera/ Inclusion support workers</b> Monitoring cycle – <b>AHT and YGL</b></p>	<p>MC</p>	<p>On going: Weekly via monitoring cycle e.g learning walks. Half termly via eJournal monitoring and feedback. Termly via data/assessment cycle.</p>
<p>Increase in the number of children in each year group reaching ARE at the end of 2019-2020. (Specific targets for each year group)</p>	<p>Specific PLD focus on raising attainment E.G. dialogue (whole-school focus) In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year) Pupil progress meetings. Interventions –monitored and reviewed beginning in September and continuing throughout the year.</p>	<p>PLD focusing on dialogue and raising attainment in this core subject (focus on: handwriting, punctuation, vocabulary acquisition and vocabulary use.) This will improve % of chn in each year group achieving ARE for all subjects. Progress meetings ensure that progress and attainment are tracked regularly. Action plans created where needed and reviewed in a timely manner. (Minimum termly)</p>	<p>PLD delivered by subject specialists and the PLD lead. Planning support from AHTs and subject specialists. In-class support by SLT. Monitoring cycle – <b>YGLs and SLT.</b></p>	<p>SLT</p>	<p>6 weekly progress meetings for Y2 and Y6; 9 weekly elsewhere Weekly learning walks and book monitoring.</p>

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PP chn numbers do not reflect a true representation of the school cohort.	Specific parent meetings on what PP is. Monitor parent lists. Ensure parents give the correct information. Leaflets to improve pp knowledge.	Number of pupil premium children are falling in KS1 and reception.  Significant number of children are vulnerable and need additional support.	SD and AK to monitor updated pupils numbers.	SLT	Termly
<b>ii. Targeted support (small groups and individual support)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Reception: Speaking and listening interventions (baseline assessments)/ Targeted Welcomm interventions for PP children Y1/2: Continued interventions to develop early language skills. Y1 – Core subjects attainment (based on ELG exit) Children streamed into colour groups for R/W/M. Interventions from Sep.	Specific targeted intervention required to close the gap which will otherwise not close. Practitioners have been trained in previous academic year on language acquisition and using this intervention – progress seen – continue. Quality first teaching approach (Y1) proven to raise attainment in core subjects.	Lead practitioner for Inclusion to monitor interventions – evaluate impact and action plan accordingly. <b>Estera/ Inclusion support workers</b> AHT for R/Y1/Y2 to monitor additional communication and language interventions. <b>AHTs</b> Assessment cycle outcomes. <b>YGL/AHTs</b>	SLT TD	4-6 week review period for all interventions. Termly via assessment cycle.



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<p>Increase in the number of PP children in each YG reaching ARE at the end of 2019-2020.</p>	<p><u>Year 2:</u> Year 2 Writing, Reading and Maths ARE for PPP children is lower than non-PP children. Targeted intervention for PP children.</p> <p><u>All Year Groups:</u> Additional interventions for core subjects for PP children (Reading, Writing, Maths) to raise attainment and close the gap.</p> <p>Close monitoring by class teachers/YGL/SLT of PP children and their progress.</p>	<p>Additional support needed to ensure these children progress in line with non-PP children (see external barriers)</p>	<p>AHT for phase/DHT will review the impact of interventions. <b>AHTs</b> Parents engaged with and understand purpose of additional support for their children. <b>Class teachers</b> Subject lead data reports/ pupil progress meetings. <b>AHTs</b></p>	<p>SLT</p>	<p>4-6 week review period for all interventions. Termly via assessment cycle.</p>
<p>Parental engagement with curriculum content and child's progress/attainment to increase.</p>	<p>Specific workshops and sessions aimed at engaging PP parents who are harder to reach.</p>	<p>Engaging specific parents in school and our curriculum will enable them to understand how specific subjects are now taught in school. This in turn, will help them to support their child at home with reading and homework, thus impacting on attainment and progress.</p>	<p>AHTs/YGLs to monitor attendance to workshops and parents evenings. Increase the opportunities for sharing of work and celebrating outcomes across the curriculum. Ensure eligibility information is accurate. Registers kept from all workshops and parent meetings. Drop-ins by SLT to workshops to increase parental engagement. <b>AHTs</b> Targeted invitations to PP parents encouraging workshop attendance. <b>Pastoral Manager/ Learning Mentors / Florin / Estera</b></p>	<p>SLT</p>	<p>1.1 / 1.2/ 2.1/ 2.2/ 3.1</p>

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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Decrease the number of lates for PP children to close the gap between lates for PP and lates for non-PP children.	<p>Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to.</p> <p>Specific incentives will be put in place to improve lates.</p> <p>Parents will be invited to workshops and coffee morning.</p> <p>Incentives for punctuality.</p> <p>Improve parent knowledge of the impact of poor punctuality- Twitter and Parent boards.</p>	<p>Although attendance to school has increased, PP children are still late more regularly than non-PP children.</p> <p>Aim to decrease lates for PP children by a further 20-25% during academic year 2019- 20</p>	<p>HoS/DHT to have fortnightly meetings with Pastoral Manager focusing on punctuality of these children.</p> <p>Attendance reports to demonstrate sustained improvement in punctuality of PP children. <b>Hannah Toth, Tina Tanner, Florin</b></p>	<p>Pastoral Manager</p> <p>AHTs</p>	<p>Fortnightly meetings with pastoral manager.</p> <p>Daily monitoring of lates.</p> <p>Half-termly reviews and parent meetings.</p>

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6. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Ensure that oral language skills develop rapidly for those children in EYFS/Y1.	<p>Early Years CPD on early language acquisition.</p> <p>High focus on Communication, Language and Literacy provocations across the unit and throughout Autumn term/onwards as needed.</p> <p>Practitioner modelling of communication skills.</p> <p>Whole-school vocabulary project.</p> <p>Dedicated speaking and listening (talk time/snack</p>	<p>In Year 1, PP chn are outperforming Non- PP in Literacy. 74% of children are now at ARE in Reading and Writing.</p> <p>74% passed phonic test higher than npp</p> <p>In EYFS –Speaking is 55% and understanding is 61%</p>	<p>Continue with the approach</p> <p>Specific PP wellcom interventions start earlier</p> <p>Track language progress of PP chn’s language development</p> <p>Planned, focused talk time PP groups to continue to be embedded in EYFS</p>

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<p>Increase in the number of children in each year group reaching ARE at the end of 2018-2019. (Specific targets for each year group)</p>	<p>Specific CPD focus on raising attainment in Writing (whole-school focus) In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year) Pupil progress meetings. Interventions – beginning in September and continuing throughout the year</p>	<p>2017 – 2018 - ARE has increased for PP children.</p> <p>Y1 – R 52% W 43% M 62%</p> <p>Y2 – R 60% W 24% M 70%</p> <p>Y3 – R 72% W 50% M 78%</p> <p>Y4 – R 56% W 44% M 56%</p> <p>Y5 – R 44% W 16% M 50%</p>	<p>2018 – 2019 - ARE for PP children.</p> <p>Y1 – R 43% W 36% M 43%</p> <p>Y2 – R 74% W 74% M 74% *significantly improved ARE for this cohort from last year.</p> <p>Y3 – R % W % M %</p> <p>Y4 – R 76% W 48% M 76% *more pp chd are now at ARE in Reading.</p> <p>Y5 – R 51% W 49% M 54% *more pp chd are now at ARE in Writing</p> <p>Y6- R 54% W 61% M 57% *significantly improved ARE for this</p>	<p>Continue with this approach.</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	
<p>Ensure that oral language skills develop rapidly for those children in EYFS/Y1.</p>	<p>Reception: Speaking and listening interventions (baseline assessments)/ Targeted Welcomm interventions for PP children Y1/2: Continued interventions to develop early language skills. Y1 – Core subjects</p>	<p>In Year 1, PP chn are outperforming Non- PP in Literacy. 74% of children are now at ARE in Reading and Writing. 74% passed phonic test higher than npp In EYFS –Speaking is 55% and understanding is 61%</p>	<p>Continue with the approach Specific PP wellcom interventions start earlier Track language progress of PP chn’s language development Planned, focused talk time PP groups to continue to be embedded in EYFS</p>	

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<p>Increase in the number of PP chn in each YG reaching ARE at the end of 2018-2019.</p>	<p><u>Year 6:</u> Y6 PP Writing – ARE for PP children is lower than non-PP Y6 Target teaching groups for core subjects in Y6 (7 groups in total) Y6 targeted interventions for PP chn in test subjects (Reading, Grammar and Maths)</p> <p><u>All Year Groups:</u> Additional interventions for core subjects for PP children (Reading, Writing, Maths) to raise attainment and close the gap.</p>	<p>2017 – 2018 - ARE for PP children.</p> <p>Y1 – R 52% W 43% M 62%</p> <p>Y2 – R 60% W 24% M 70%</p> <p>Y3 – R 72% W 50% M 78%</p> <p>Y4 – R 56% W 44% M 56%</p> <p>Y5 – R 44% W 16% M 50%</p>	<p>2018 – 2019 - ARE for PP children.</p> <p>Y1 – R 43% W 36% M 43%</p> <p>Y2 – R 74% W 74% M 74% *significantly improved ARE for this cohort from last year.</p> <p>Y3 – R % W % M %</p> <p>Y4 – R 76% W 48% M 76% *more pp chd are now at ARE in Reading.</p> <p>Y5 – R 51% W 49% M 54% *more pp chd are now at ARE in Writing</p> <p>Y6- R54% W 61% M 57%</p>	<p>Continue with this approach</p>
<p>Parental engagement with curriculum content and child's progress/attainment to increase.</p>	<p>Specific workshops and sessions aimed at engaging PP parents who are harder to reach.</p>	<p>All year groups ran any least 3 workshops throughout the year which parents were invited to attend.</p> <p>Increased knowledge of the curriculum and strategies to teach their children.</p> <p>Positive feedback from parents around content and delivery of sessions.</p>	<p>Continue with this approach.</p> <p>Monitor with registers parents that attended.</p>	
<p>iii. Other approaches</p>				

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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned								
<p>Decrease the number of lates for PP children to close the gap between lates for PP and lates for non-PP children.</p>	<p>Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to. Specific incentives will be put in place to improve lates. Parents will be invited to workshops and coffee morning.</p>	<p>Whole school = - Rec = 3457 + Rec = 3983            PP = - Rec = 1276 + Rec = 1342            non PP = - Rec = 2181 + Rec = 2641</p> <p>This is a similar figure to last year therefore further work needs to be introduced to support PP children.</p>	<p><b>Continue with approaches similar to this year</b>  <b>Year 6 parents will be invited to attend workshops without the children, to increase their knowledge and understanding of the curriculum.</b>  <b>Celebration of the curriculum (at the end of Art week, Olympics week) added to the children's</b></p> <p>PP lates needs to reduce significantly next year. Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT each week. All parents will be spoken to. SD/ pastoral manager to have workshops with parents of children who are persistently late to look at ways to support in getting the children in on time. Specific incentives will be put in place to improve lates. Pastoral manager will meet with AK every four weeks to discuss the impact of strategies put into place.</p>								
<p>Attendance of PP children will improve further (Target = 96%)</p>	<p>Pastoral manager to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes continue (following the success of last year) Home visits for absent children on the red list. Attendance workshops and coffee mornings</p>	<table border="1" data-bbox="705 938 1299 1069"> <thead> <tr> <th>2016 -2017</th> <th>2017 - 2018</th> <th>2018 - 2019</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>94.03%</td> <td>94.85%</td> <td>94.41</td> <td>94%</td> </tr> </tbody> </table>	2016 -2017	2017 - 2018	2018 - 2019	National	94.03%	94.85%	94.41	94%	<p>Due to a number of children on extended leave, this is a similar figure to last year.</p> <p>We need to continue with this approach.</p> <p>Identify specific PP children who attendance is below 96% and put specific actions in to place. Invite parents to a parent workshop.</p> <p>Pastoral manager will meet with AK every four weeks to discuss the impact of strategies put into place</p>
2016 -2017	2017 - 2018	2018 - 2019	National								
94.03%	94.85%	94.41	94%								