



HIGHFIELD PRIMARY SCHOOL

Pupil Premium Grant Expenditure Report 2015-16

Context of School

Highfield Primary School is a slightly larger than average sized primary school with 305 pupils, including Nursery.

The number of pupils known to be entitled to Free School Meals (FSM) is 18.5%, this is below the national average of 26%.

The percentage of children on SEN school Support is 7.1%, this is below the national average of 13.0%.

The percentage of children with a statement is 0.3%, this is below the national average of 1.4%.

The number of EAL pupils is 9.1%, this is below the national average of 19.5%.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Our school motto **C.A.R.E** – **C**onsideration, **A**spiration, **R**esponsibility and **E**njoyment, reflects our caring ethos and high expectations and aspirations for the whole school community.

What is the Pupil Premium Grant?

The Government introduced the Pupil Premium as additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils (up to the age of 16) and close the gap between them and their peers. The funding for 2015-16 is £1,900 per pupil and is given to schools based on the numbers of pupils in receipt of free school meals (FSM) and pupils adopted from care as entered onto the January census. This figure also included any pupil who has been in receipt of FSM in the previous six years of their schooling, whether or not they are currently entitled. (called Ever 6)

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	305
Total number of pupils eligible for PPG (Spring 2015)	53
Amount of PPG received per pupil	£1,320
Total amount of PPG (including carry forward)	£70,932
Early Years Pupil Premium	
Number of pupils eligible	3
Amount of PPG received per pupil	£300
Total amount	£900

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have invested heavily in implementing and ensuring the success of our phonics programme. This has included comprehensive training for all staff (teachers and support staff), the purchase of RWI materials and assigning the role of RWI leader to the Deputy Headteacher.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. classroom environment, marking and guided reading
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Improving assessment through the use of a wide range of formative and summative approaches, as well as regular moderation opportunities (internal and external)

Increasing learning time

We will continue to maximize the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Earlier opening time and opportunity for Basic Skills sessions

Record of pupil Premium Grant Spending 2015-16

Intervention Programmes

Emotional Literacy	KS1 & KS2
Maths Booster Groups	EYFS, KS1 & KS2
Writing Booster Groups	KS1 & KS2
Fresh Start (Reading Booster)	KS2
Handwriting Support	KS1 & KS2
Reading Booster Groups (comprehension)	KS1 & KS2
EAL Groups	EYFS, KS1 and KS2

Teaching Assistant – small group support in class	EYFS, KS1 and KS2
HLTA Literacy and Numeracy support – groups	KS1 and KS2
SEAL Groups (BESD Focus)	KS1 and KS2
RWI 1:1 phonics	EYFS/KS1/Lower KS2
Fisher Family Trust (Literacy Intervention)	KS1
Working Memory Groups	EYFS, KS1 & KS2
Speech & Language Therapy	EYFS, KS1 & KS2
Cognitive Behaviour Therapy	KS2
1:1 Reading	EYFS, KS1 & KS2
Fresh Start Sessions	KS2
Booster sessions	KS1 & KS2
Counselling sessions	KS2
Bereavement support	KS2
Maths – Power of 1	KS1
Fresh Start Literacy & Spelling	KS2
Daisy chain	KS1
Rocket Club	KS2
Enrichment	
Class and whole school visits	EYFS, KS1 and KS2
Residential Visits	Years 5 and 6
Other	
Small group teaching RWI	YFS & KS1 (a few KS2 children also)
RWI CPD materials and resources	KS1 and KS2
Construction Club	Whole School
Quiet Zone	Whole School
Homework Club	Whole school
Uniform including swimming	KS1 & KS2

Impact of Pupil premium Grant spending 2015-16

Early Years Foundation Stage

2014

% FSM children achieving a good level of development was significantly above the national average. All disadvantaged children (2) achieved a good level of development.

2015

% FSM children achieving a good level of development was significantly above the national average. All disadvantaged children (2) achieved a good level of development.

2016

Good Level of Development all children:

National	69%	School	85%
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Two out of three disadvantaged children achieved overall good level of development.

Year 1 Phonic screening

2014

The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure. 5 out of 9 disadvantaged children achieved the threshold - a slightly lower proportion than national figure.

2015

The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure. The proportion of disadvantaged Year 1 pupils that met the expected standard in phonics was above the national figure.

2016 all children

(Threshold score 33)

National	81%	School	95%
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100% FSM children reached the expected threshold. The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

Key Stage 1

2014

100% of FSM pupils achieved level 2 or above in reading, writing and maths.

The average point score of FSM pupils was above the national average in writing, 0.1 below in reading and 0.5 below maths.

2015

100% of FSM pupils achieved level 2 or above in reading, writing and maths. The attainment of the 7 FSM children was above the national average for FSM, particularly in maths.

2016 all children

	Reading		Maths		Writing		RWM
	EXS	GD	EXS	GD	EXS	GD	EXS: 60% (Nat)
National %	74	24	72	18	66	13	GD: 9% (Nat)
School %	90	37	90	29	84	21	

EXS = Expected Standard

GD= Greater Depth

For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils(*within one pupil below national).

KS2 SATs results

2014

100% of FSM pupils achieved level 4 or above in reading, writing and maths. The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.

The average point score of FSM pupils was above the national average in reading, writing and maths.

From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.

2015

Level 4 - The attainment of FSM children was above the national data for their comparative group in all subjects and the gap is smaller than the national gap.

Level 5 - The attainment of FSM children in reading, writing & maths was greater than the % of non FSM children and above national data. Overall value added for FSM is in line with NA.

% disadvantaged children making more than expected progress in writing and maths is well above NA.

2016 (Writing Teacher Assessment) all children

	Reading	Maths	EGPS	Writing	RWM
National %	66	70	72	74	53
School %	72	72	77	84.6	67

school 1 pupil = 3% **EGPS**= English Grammar, Punctuation and Spelling

RWM= Reading Writing and Maths combined

Disadvantaged children made significantly less progress than the national average in reading, writing and maths, however this is comparing disadvantaged pupils to all other pupils (ie not disadvantaged pupils). Contributing factors include SEN status, attendance, punctuality and behaviour.

Other Supporting Evidence

January 2015

Minister of State for Schools, David Laws MP congratulated Highfield on the improvement in the key stage 2 results of our disadvantaged pupils since 2011. Our results showed improvement in terms of the progress and attainment achieved by our disadvantaged pupils since 2011, and that we are highly effective in educating our disadvantaged pupils.

Accreditations reflecting our best practice include: Financial Management in School; Healthy School Award; Arts Mark; International School Award; Leading Parent Partnership Award; Primary Quality Mark; English Heritage Award; Eco School Award; Schools Financial Value Standard.



Healthy School

