



# **HIGHFIELD PRIMARY SCHOOL**

## Pupil Premium Grant Expenditure Report 2014-15

### Context of School

Highfield Primary School is a slightly larger than average sized primary school with 295 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.

The percentage of children with an EHC plan is 0.3, this is below the national average.

The number of EAL pupils is 9.1%, this is well 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, which 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 2014-15 is £1300 per pupil and is given to schools based on the numbers of pupils in receipt of free School meals (FSM) 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. (now called Ever 6)

### Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	295
Total number of pupils eligible for PPG (Spring 2014)	53
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	£68,900 2014/15 grant £3,989 Carried forward from 2013/14
Pupil Premium Spend	£69,175

### Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. 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 key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. 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 developing the new role of RWI manager.

### ***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
- Ensure consistent implementation of the non-negotiables, e.g. classroom environment, marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve 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 maximise the time children have to "catch up" through:

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

Intervention Programs	
Springboard Maths	KS2
Maths Boosters	FS, KS1 & KS2
Writing Boosters	KS1 & KS2
Fresh Start (Reading Booster)	KS2
Handwriting Support	KS1 & KS2
Reading Boosters (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	EYFS/KS1/Lower KS2
Fisher Family Trust (Literacy Intervention)	KS1
Working Memory Groups	FS, KS1 & KS2
Speech & Language Therapy	FS, KS1 & KS2
Cognitive Behaviour Therapy	KS2
1:1 Reading	FS, KS1 & KS2
RWI Training and Resources	
Enrichment	
Class and whole school visits	EYFS, KS1 and KS2
Residential Visits	Years 5 and 6
Breakfast Club	Year 6
Holiday Club	KS1 & KS2
Other	
Homework Club	KS1 & KS2
Creation of learning rooms	EYFS, KS1 & KS2

## Impact of Pupil premium Grant spending 2014-15

### Phonic Screening Year 1

92% of pupils reached or exceeded the threshold, significantly above the national average. This shows a significant improvement from 2012-13 and 2013-14 results.

### KS1 – All children

#### SATs

	Reading (%)	Writing (%)	Mathematics (%)
Level 2C	13	26	8
Level 2B	87	74	92
Level 2A	74	54	85
Level 3C	44	31	51

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

The average point score of FSM pupils was above national average in reading by 0.7, it was above national average in writing by 1.0 and above in maths by 1.8. Overall a combination of all subjects: FSM were above the national average by it 1.2

The attainment of the 7 FSM children was above the national average for FSM, particularly in maths. Disadvantaged children attained well.

## KS2 – All children

### SATs

	Reading (%)	Writing (%)	GPS (%)	Mathematics (%)
<b>Level 4+</b>	95	97	87	95
<b>Level 5+</b>	45	32	61	50
<b>Level 6</b>	0	3	0	13

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.

## Other Supporting Evidence

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; Eco School Award; Schools Financial Value Standard.

