

Pupil Premium Strategy Statement: Highfield Primary School



1. Summary information					
School	Highfield Primary School				
Academic Year	2016/17	Total PP and PP+ budget (including grant carried over from previous budget)	£105,080	Date of most recent PP Review	Autumn 2016
		Total PP and PP+ Expenditure	£107,410		
Total number of pupils	305	Number of pupils eligible for PP	37 inc PP+	Date for next internal review of this strategy	Summer 2017

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some PP chn are making less progress than their peers
B.	Emotional difficulties – impacting on learning attitudes/concentration/behaviour
C.	Poor oral language skills/speech and language difficulties
D.	Multiple barriers eg SEN, behaviour, attendance
E.	Latecomers to Highfield ie arrived at school in KS2

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Parental support is lower for PP children in KS1 and KS2
G.	Behaviour at home/family relationships/attachment
H.	Attendance/punctuality. Attendance rates for some pupils eligible for PP are low or below the target for all children of 96%. This reduces their school hours and can hinder progress

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher percentage of PP children in KS1 attaining greater depth in Reading, Writing and Maths	End of year data – KS1 SATs
B.	Diminish the difference between PP and non PP children in writing in KS1	End of year data – KS1 SATs
C.	Higher rates of progress and attainment across KS2 for pupils eligible for PP in maths	End of year data (progress and attainment)
D.	Higher rates of progress and attainment across KS2 for pupils eligible for PP in reading	End of year data (progress and attainment)
E.	Higher rates of progress and attainment across KS2 for pupils eligible for PP in writing	End of year data (progress and attainment)
F.	To ensure that the phonics screening attainment for PP chn in KS1 remains above the national average	Phonics screening results
G.	Pupil Premium children to demonstrate accelerated progress and attainment	

4. Planned expenditure						
Academic year		2016/17				
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.						
i. Quality of teaching for all						Cost
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	£37,621
Improved progress and attainment in reading and writing in KS2, diminishing the difference between PP children and non PP children	Fresh Start Reading Programme Smaller class sizes in year 6	Fresh start is a proven phonics intervention for struggling readers in KS2. It supports the development of reading and writing to enable children to maximise progress and get to the expected level for KS3. Research suggests that smaller class sizes enable teaching strategies to be adapted (EEF). This model enables teachers to differentiate lessons and meet pupil needs, It also creates a model where individuals, with behavioural difficulties, can be split from others that have a negative impact on their learning.	Daily Fresh Start literacy lessons for targeted groups of children, including pupil premium, to ensure that personalised approaches to learning are adapted to meet children's needs.	Deputy Headteacher Leader of Inclusion Class teachers	Half termly	
Improved progress and attainment for high attaining pupils in Maths	CPD on providing stretch for high attaining pupils- Maths New Maths Scheme (Y1-Y6)	To develop teachers' understanding of 'greater depth' and enable them to meet the needs of higher attaining pupils A comprehensive scheme to provide resources, planning support, challenge opportunities, structured progression. (researched and with recommendations from other schools)	Lesson observations Learning walks Book scrutinies Team teaching/peer observations Teacher feedback after using scheme for a term	Maths Leaders	Summer 1	
To improve attitudes towards learning and improve outcomes for children	Growth Mindset INSET and ongoing training – all staff	Children to be open to constructive criticism, taking feedback and using it, taking on new challenges, pushing themselves outside of their comfort zone and showings resilience and perseverance. Children developing skills and strengths, through the application of effort and effective practice.	INSET and staff meetings - in house and by National College Leader Phase meetings, Leadership meetings revisiting and monitoring Growth Mindset and its implementation and development Lesson Observations Learning walks Interviews/discussions with children	HT and Leadership Team		

<p>To understand individual needs and develop personalised approaches to learning.</p>	<p>Pupil Passports ADHD staff training Attachment training and resources Psychologist involvement SENAS involvement TA support</p>	<p>Personalised approaches to learning aims to provide a more tailored education for every learner. The SEND code of Practice advocates this approach with the aim to be inclusive for all children. There is a focus on learning, assessments, teaching and individual support. TA support for an individual child to support meeting varied needs including ADHD and behaviour.</p>	<p>Teachers will be supported through CPD to enable them to have a deeper understanding of personalised learning approaches as well as individual needs. Pupil passports are a key tool devised by children, parents and staff to support this process. Through a range of formative and summative assessments the leader of inclusion will ensure that external support is in place, when needed. Monitoring and evaluation schedule</p>	<p>SENCo /Leader for Inclusion</p>	<p>Pupil Passports - termly</p>	
<p>To support learning at home.</p>	<p>Homework books SATs booster books Homework club</p>	<p>Parents requests for helping their children at home. Provide a consistent approach to homework. Set high expectations for work at home.</p>	<p>Monitoring - book scrutinies Homework return records Feedback from children and parents</p>	<p>Headteacher Phase leaders</p>		
<p>Improve progress and attainment in maths</p>	<p>Mathletics Homework club to use Mathletics</p>	<p>Mathletics is proven to significantly improve levels of attainment and progress (independently validated by the University of Oxford). To increase levels of pupil engagement, confidence and motivation in maths. Develop mathematical fluency, problem solving and reasoning, support 'greater depth' and SATs preparation. Encourage a "Growth Mindset" in maths. Support personalised learning and assist in building parental engagement.</p>	<p>Teacher monitoring</p>	<p>Maths leaders</p>		

ii. Targeted support						Cost
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	£37,237
<p>Improved oral language skills</p> <p>Improve phonics/reading</p> <p>Improved progress for high attaining pupils in reading/writing</p>	<p>Read, Write Inc programme</p> <p>Read, Write Inc boosters 1:1</p> <p>Speech & Language Therapy Plans and weekly 1:1 support</p>	<p>Read, Write Inc is a proven Literacy programme that enables children to learn the first thirty sounds in nursery, and begin reading, spelling and using expression in Reception. By the end of year one it enables children to be accurate and fluent readers. This programme has been successful at Highfield, with phonic screening results on an upward trend (above national average) and KS1 attainment in reading and writing above the national average, demonstrating a positive impact of the training and delivery of first quality teaching as well as one to one support.</p> <p>Speech & Language- assessments from Trafford's speech & language therapy service, therapy plans provided to then deliver 1:1 programmes each week.</p>	<p>Organise a timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Half termly assessments and reviews, changing groupings to meet individual needs.</p> <p>Purchasing new resources as needed.</p> <p>PP Provision map - assess, plan, do and review cycle</p>	<p>Deputy Headteacher - RWI</p> <p>SENCo/HLTA- Speech and Language</p>	<p>Half termly</p>	
<p>Improve progress and attainment in maths of PP children in KS2</p>	<p>One to One online tuition programme – PP children access this once a week for 45 minutes, targeted teaching</p> <p>Power of Two – 1:1 intervention</p>	<p>Third Space Learning is an online one to one tuition programme. It has a proven track record of children making, on average, 7 months progress over 14 weeks. The pupil premium children in year six will access the 14 week maths programme.</p> <p>Year 5 children to access a 14 week programme in preparation for year 6</p> <p>Power of Two - teaches all the mental maths required by the new Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. Power of 2 is essentially about putting in place the building blocks of number and</p>	<p>Organise time slots and equipment needed for the intervention to take place, liaise with class teachers to determine the impact, use gap analysis to determine lesson structures</p> <p>Provision map - assess, plan, do and review cycle – graduated approach</p> <p>Power of Two – intervention evaluation forms, measuring impact, on a half termly basis</p>	<p>Inclusion Leader/Headteacher</p>	<p>Spring 2</p> <p>Half termly</p>	

Improved attainment in reading of PP children in KS2	Fresh Start Reading Programme Book Clubs 'Cracking Comprehension'	Fresh start is a proven phonics intervention for struggling readers in KS2. It supports the development of reading and writing to enable children to maximise progress and get to the expected level for KS3. Book Clubs – to increase vocabulary, enjoyment of reading and promote reading a wide range of texts. Links to comprehension.	Daily Fresh Start literacy lessons for targeted groups of children, including pupil premium, to ensure that personalised approaches to learning are adapted to meet children's needs Provision map - assess, plan, do and review	Deputy Headteacher Leader of Inclusion Year 6 teachers	Half termly	
Diminish the difference in all subject areas between PP and non PP children	Gap analysis booster groups on a Monday morning – teacher led Target Tracker Assessment system	Teachers assessments and observations inform planning and intervention support. This is also an opportunity for pre teaching to take place, addressing a wide range of needs including ab8ility as well as confidence.	Impact is tracked on the pupil premium provision map, following the assess, plan do and review cycle	Leader of Inclusion Class Teachers		
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	Review implem entation	£32,552
To improve children's emotional wellbeing, having an impact on their attitude towards learning	Emotional Literacy 1:1 programme	A proven intervention that enables staff to understand a child's emotional literacy and deliver interventions based on outcomes that positively enhance a child's behaviour and learning	Time given to assess individuals, liaise with parents and class teachers and deliver 1:1 intervention programmes using the outcomes of the diagnostic assessments	Leader of Inclusion	8weeks	
To improve children's self esteem and help them understand their own emotional development.	Foundation for Change	A proven intervention that focuses on supporting the development of children's self esteem, helping them understand their anxieties and origins of their emotional development and attachment.	Time given to assess individuals, liaise with parents and class teachers and deliver 1:1 / small group intervention programmes using the outcomes of the diagnostic assessments	Leader of Inclusion HLTA	Half termly	
To support the development of trusting relationships with adults, ensuring a child is feeling safe and secure in school	Key adult check in	Children who have learnt that adults are unpredictable, unavailable or harmful may find it difficult to form secure trusting relationships. The key adult ensures that the child has support with transitions, changes, managing anxiety and any other area of support that the child may need.	Class teachers and parents support the role of the adult check in. Time is given for the adult to check in on the child and is able to spend time with them, when the needs arise.	Leader of Inclusion Staff – check in/key adults	Termly	
To ensure that attendance and punctuality is at or above the target of 96%	1:1 teacher/parent liaison Work with the Education and Welfare Officer	Teacher and parent discussions is a personalised approach that enables parents to see and understand the importance of being in school on time.	Monitor the attendance and punctuality of PP children closely and ensure that attendance and punctuality rates are in line with the schools expectations.			

	Attendance Rewards	The EWO offers support and guidance to parents as well as links to other agencies if parents require additional support.				
To support the emotional development of children, focusing on emotional, mental health and behavioural problems.	Therapeutic Play	Evidence reflects that 77%-84% of children displaying difficulties with emotions, behaviour and/or mental health show a positive change through the use of therapeutic play. The more severe the problem, the higher the percentage of children that reflect a positive change.	Liaise with a therapeutic play therapist, organise sessions and assessments as well as meetings with parents.	Leader of Inclusion	After 8/10 sessions - final assessment – SDQ's	
Improve levels of home support for PP children	Family learning courses – with a focus on reading and writing Homework Club	To improve parental engagement and confidence to support children's learning at home Opportunity for children to have support with homework, this may not be readily available at home	Liaise with Trafford College to organise family learning courses for families Track the children attending homework club and the level of support needed	Leader of Inclusion Headteacher	At end of each set of sessions	

**Impact of expenditure
Academic Year 2016/17**

i. Quality of teaching for all																		
Desired outcome	Chosen action/approach	Impact:	Next Steps															
Improved progress and attainment in reading and writing in KS2, diminishing the difference between PP children and non PP children	Fresh Start Reading Programme Smaller class sizes in year 6	<p>Year 6 SATs:</p> <table border="1"> <thead> <tr> <th>Attainment</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>%Non Pupil Premium Expected or above</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>%Non Pupil Premium Greater Depth</td> <td>37.5%</td> <td>25%</td> </tr> <tr> <td>% Pupil Premium Expected or above</td> <td>71%</td> <td>85%</td> </tr> <tr> <td>% Pupil Premium Greater Depth</td> <td>14%</td> <td>14%</td> </tr> </tbody> </table>	Attainment	Reading	Writing	%Non Pupil Premium Expected or above	78%	90%	%Non Pupil Premium Greater Depth	37.5%	25%	% Pupil Premium Expected or above	71%	85%	% Pupil Premium Greater Depth	14%	14%	Continue to use Cracking Comprehension, Fresh Start, quality class shared texts & comprehension homework scheme within KS2 throughout 2017/18
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To improve attitudes towards learning and improve outcomes for children	Growth Mindset INSET and ongoing training – all staff	Growth Mindset has been successfully implemented across the school. A staff survey reflected 100% of responses reflect a good understanding of Growth Mindset. Pupil voice, as expressed by the school council reflected an overwhelming positive response to using Growth Mindset and the language of learning. Within UKS2 some children felt more work on Growth Mindset would be beneficial.	To include Growth Mindset in staff induction. To understand why there is variation within classes of the % of children using the language of learning. To ensure Growth Mindset is embedded within UKS2															
To understand individual needs and develop personalised approaches to learning.	Pupil Passports ADHD staff training Attachment training and resources Psychologist involvement SENAS involvement TA support	Through CPD and the use of Pupil Passports personalised approaches to learning are in place throughout the school. This has been monitored and has shown to be having a positive impact, including a positive impact on data. Parental involvement for children with additional needs has supported this process.	Continue to further develop and monitor the use of personalised approaches to learning, leading to a continued improvement in raising standards in all subjects.															
Improve progress and attainment in maths	Mathletics Homework club to use Mathletics Third Space Learning		Continue to use an online maths home learning platform for all children to access.															

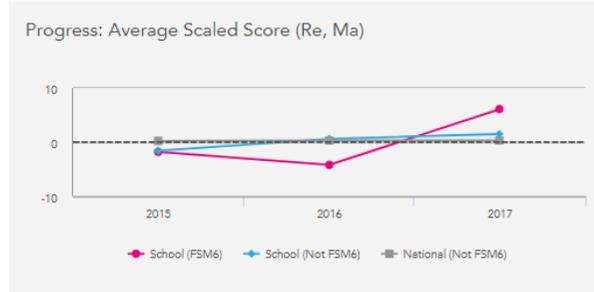
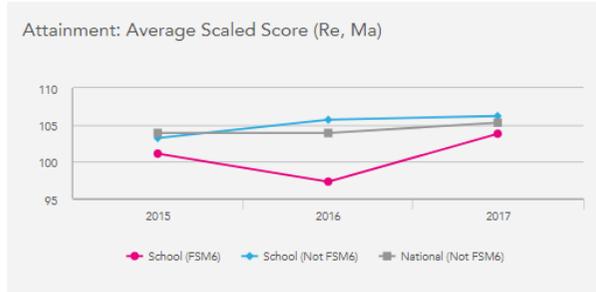
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<p>Diminish the difference in all subject areas between PP and non PP children</p>	<p>Gap analysis booster groups on a Monday morning – teacher led children</p> <p>Target Tracker Assessment system</p>	<p>KS1 SATs results in 2016-17 have shown that the gap between PP and non PP has narrowed</p> <p>KS2 SATs results in 2016-17 have shown that the gap between PP and non PP has narrowed</p> <p>See tables above</p>																													

iii. Other approaches			
Desired outcome	Chosen action/approach	Impact:	Next Steps
To improve children's emotional wellbeing, having an impact on their attitude towards learning	Emotional Literacy 1:1 programme	The Emotional Literacy programme assessments reflect a positive impact on the emotional wellbeing of individuals. The baseline assessments from pupils, parents and teachers were compared directly to the end of programme assessments, leading to this conclusive evidence.	To provide 1:1 Emotional Literacy support for individuals that need it in the academic year 2017/18
To improve children's self esteem and help them understand their own emotional development.	Foundation for Change	The Foundation for Change programme has had a positive impact on Pupil Premium plus children. The baseline assessments were compared to the end of programme assessments, leading to this conclusion. Children's emotional wellbeing has improved and this has led to an improvement in core curriculum subjects. Certain individuals have now been referred to further support, as an outcome of the programme.	In 2017/18 continue to deliver Foundation for Change to individuals as well as small groups.
To support the development of trusting relationships with adults, ensuring a child is feeling safe and secure in school	Key adult check in	Key adult check in has ensured that children have been supported throughout the school year. Parents feel this has played a crucial role in their children's development and has supported transitional periods and times of change within the school year.	In 2017/18 Key adults will continue for certain children.
To ensure that attendance and punctuality is at or above the target of 96%	1:1 teacher/parent liaison Work with the Education and Welfare Officer Attendance Rewards	Attendance 2016-17 PP 96.56% Non PP 96.70%	
To support the emotional development of children, focusing on emotional, mental health and behavioural problems.	Therapeutic Play	Therapeutic play has supported the emotional development and behavioural needs of individual children. The baseline parental, pupil and teacher questionnaires were compared to the end of programme assessments and reflect a positive impact.	To ensure therapeutic play is available if individual children require it in 2017/18.
Improve levels of home support for PP children	Family learning courses – with a focus on reading and writing Homework Club	Family learning courses were well attended throughout the year. Parents particularly enjoyed working alongside their children, a new approach compared to parent workshops that have run in the past. The percentage of pupil premium families attending could be improved and is an aspect that we will continue to develop. Both Pupil Premium and Pupil Premium Plus children have attended homework club on a regular basis throughout the year, getting one to one support.	To look at ways to increase the attendance of Pupil Premium families on family learning courses.

FFT Aspire data analysis

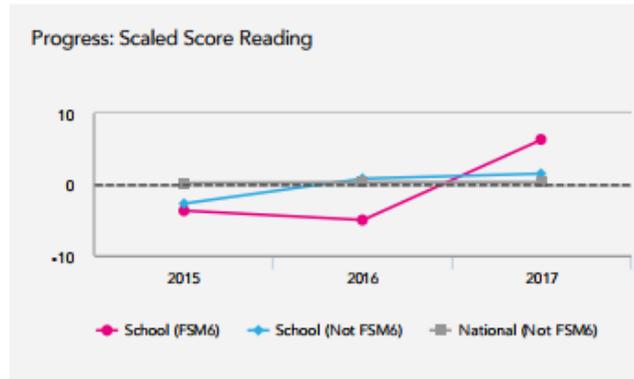
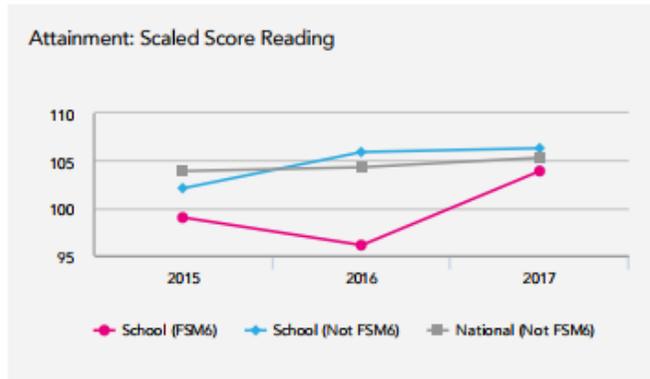
KS2 Performance for disadvantaged pupils 2017



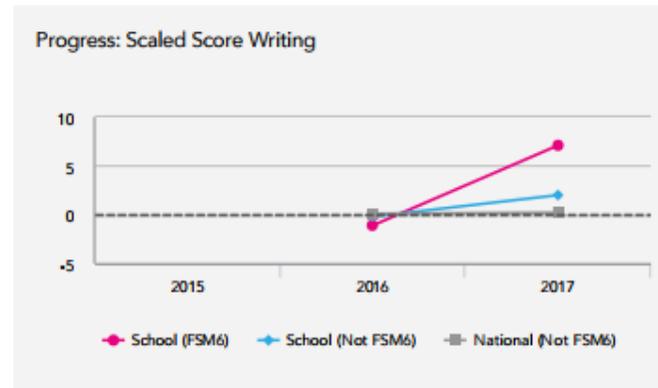
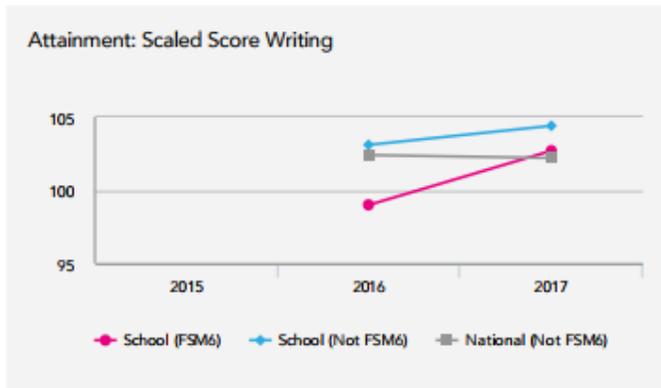
KS2 higher and lower performing pupil groups 2017

	Higher performing	Lower performing
Overall achievement pupil progress	FSM (in last 6 years) (7) SEN Support (8) 🟡 Lower attainers (16) 🟡📈	
KS2 reading achievement pupil progress	FSM (in last 6 years) (7) SEN Support (8) 🟡 Lower attainers (16)	Middle attainers (7)
KS2 writing achievement pupil progress	FSM (in last 6 years) (7) Lower attainers (16) 🟡📈 SEN Support (8)	
KS2 mathematics achievement pupil progress	FSM (in last 6 years) (7) SEN Support (8) 🟡 Lower attainers (16) 🟡📈	
KS2 grammar, punctuation & spelling achievement pupil progress	FSM (in last 6 years) (7) SEN Support (8) Lower attainers (16)	

KS2 Performance for disadvantaged pupils 2017



KS2 Performance for disadvantaged pupils 2017



KS2 Performance for disadvantaged pupils 2017

