

Highfield Primary School

Pupil Premium 2018/19

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| Number of pupils on roll | 268 |
| Number of pupils eligible for PP | 130 |
| Amount of PPG received | £1,320 per pupil (130 pupils) £1,900 per pupil (1 pupil) £3,025 Out of County Pupil Premium £176,541.00 |

| Provision/intervention | Funding allocated | Purpose | Impact criteria |
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| Educational Psychologist services & Counsellor | £6,028 £3,856 | Specialist social and emotional support and advice for specific pupils | Ensuring targeted/vulnerable pupils receive the appropriate support they require to enable them to make progress in their social, emotional and academic development. Children's barriers to learning are overcome (especially those who are high risk emotionally and/or with stress): stress and risks are reduced especially for those children in families at CP or CIN. |
| Speech and Language Therapist | £4,000 | Assessment of pupils and plans written to develop speech and language skills on a 1:1 basis | Specialist advice and support for pupils after being assessed. Progress in communication and language supports achievement across the curriculum |

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| Learning Mentor | £14,695 | Support for children and families. Engagement in learning, improved confidence and self-esteem. Reducing and removing barriers for target children. Supporting attendance/punctuality | CAF/TAF actions are met by family with support from LM/Outreach resulting in more positive outcomes for pupils, therefore having appositve impact on their learning. Improved attendance of target children and reducing persistent absence in working with LM Early intervention given in a timely fashion in order that no child falls behind in their education. |
| Additional TAs in specific class and allocated to specific children | £15,044 £16,262 £13,573 | Extra TA in EYFS and KS2 classes to support target children to ensure children with SEND are supported effectively | Accelerated progress in line with the new curriculum for identified individuals and groups of children. Effective support for SEND pupils. |
| Intervention Teachers | £15,959 | Intervention teachers working in KS2 | Accelerated progress in line with the new curriculum for identified individuals and groups of children. Accelerated progress for all identified PP in all cohorts. Interventions are delivered daily. |
| Educational visits Hothersall Lodge Author visit | £8,000 £4,000 £324, £340 | To give financial help towards trips in school for families who are on FSM or just above that financial threshold | Motivation for children to engage in their learning through visits, events and visitors. To aid brain development with varied and rich experiences as research suggests that children from disadvantaged homes have a pronounced difference in their development of language and self-regulation. |
| Nurture | Staff - £8,674 & £13,751 Training - £375 | To ensure pupils are identified early and given timely support. Nurture class to run every morning, LM and TA to support children in the nurture class. | Appropriate support for targeted or vulnerable pupils who require support for their social and emotional well-being. Provide a nurturing environment where pupils can gain the skills they need to make progress in their learning. |

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| Resources ipads | £10,714 | Wide range of reading resources available for all pupils for use both in school and at home. Bug Club used to ensure pupils access appropriately levelled texts. | Accelerated progress in line with the new curriculum. Home reading activities that can be allocated appropriately to different abilities. Engaging parents in supporting their child's reading. |
| Breakfast Club - staffing | £2,000 £2,000 | To ensure pupils are at school on time and have eaten an appropriate breakfast | Pupils are in school and on time. Pupils have eaten and are ready to learn. |
| Uniform | £300 | To support families who require financial assistance and/or who have had to go into a refuge | To ensure pupils have appropriate clothing for school and to enable families with lower incomes to have new uniforms in line with other children. |
| Dinners and Milk | Meals - £30,592 Milk - £800 | To ensure pupils have a healthy meal every day. To financially support PP families | Support families financially to ensure pupils receive a healthy meal |
| Resources | £5,254 | To support pupil's learning and ensure resources are up to date and relevant to pupil's learning needs and | Increase attainment and progress in reading, writing and maths to increase percentage of pupils at ARE |

Actions and Impact

- The progress of these children is discussed at termly Pupil Progress meetings.
- Once Teacher Assessments have been completed each term all staff have detailed Pupil Progress meetings and are accountable for the attainment and progress of all children including those who are PP.
- Children who underachieved or made insufficient progress in the previous academic year are also included in the teacher's Appraisal process.
- The date of the review of the PP strategy will be at the end of the financial year and will be reported on at Full Governors in the headteacher's report to Governors each term.
- All staff are aware of PP children in their class. Pupil's progress to be monitored and in-class intervention used to ensure good progress is made. Extra TA support in class and extra guided sessions given throughout the week by the class teacher.
- PP pupils read daily to aid fluency, vocabulary and comprehension.

- Positive impact from Learning Mentor support; some caseloads have been de-escalated, as families are now more engaged with school and have accessed the support provided.
- Pupil specific interventions are delivered through the counsellor and learning mentor
- The Counsellor ran play therapy sessions once a week for targeted, vulnerable children. Support has provided children with coping strategies so they could manage/self- regulate with their individual crises and achieve in school.
- The nurture group time has now changed to the afternoons so all pupils access daily phonics/spelling and English and Maths lessons. These pupils now have access to developing key, core curriculum skills whilst still receiving support with their social and emotional well-being and increase their self-confidence.
- Most pupils who have accessed the nurture group have made a successful transition back into their own class, attainment and progress will continue to be monitored.
- All children who are not on track are either on an IEP and receive daily support, receiving intervention/TA support in class, Sp&L, EAL support, read daily in school or are in the nurture class.

Attainment

| 2017-18 | year 1 | year 2 | year 3 | year 4 | year 5 | year 6 |
|---------------------------------|--------|--------|--------|--------|--------|--------|
| Reading % of pupils on track | 78% | 50% | 47% | 44% | 22% | 55% |
| Writing % of pupils on track | 67% | 44% | 33% | 33% | 17% | 64% |
| Maths % of pupils on track | 67% | 39% | 33% | 39% | 22% | 50% |

| 2018-19 | year 1 | year 2 | year 3 | year 4 | year 5 | year 6 |
|---------------------------------|--------|--------|--------|--------|--------|--------|
| Reading % of pupils on track | 75% | 60% | 53% | 38% | | |
| Writing % of pupils on track | 75% | 47% | 42% | 23% | | |
| Maths % of pupils on track | 67% | 60% | 47% | 31% | | |

NB - No data on the tracker for Year 5 and Year 6 only showing 1 child as pupil premium.

Growth mind set is continually used throughout school to support children's social, emotional and academic resilience.

Next steps

Continue with appropriate interventions across school but all KS2 pupils to remain in class during afternoon sessions to ensure they receive a broad and balanced curriculum and do not miss out on wider curriculum learning and experiences.

Ensure all pupils access English, Maths, spellings/phonics lessons.

Monitor interventions and progress through pupil progress meetings.

Talk Boost intervention is continued to be used in Rec and KS1 to support pupils with poor language and confidence.

Rapid writing intervention being used to close the gap in writing and spelling for pupils not at ARE in KS1.

Increase reading for pleasure opportunities to develop vocabulary, language and comprehension throughout the school

Increase enrichment opportunities (half termly) to widen experiences and help extend vocabulary and understanding.

Specific/focused vocabulary teaching throughout school to ensure gaps are narrowed as research shows that disadvantaged children are lacking in their vocabulary which has an impact on their reading comprehension.