

Pupil premium strategy statement (primary)

1. Summary information					
School	Highweek Primary School				
Academic Year	2017 to 18	Total PP budget	£160,000	Date of most recent PP Review	Nov 17
Total number of pupils	324	Number of pupils eligible for PP	114	Date for next internal review of this strategy	March 18

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The resilience and attitudes to learning of PP children are improving but not always sufficiently secure to enable them to make the best possible progress and can be a barrier to them demonstrating progress and ARE when challenged; data shows a narrowing of the gaps and we need to continue the good work that we have started in this area.
B.	A significant number of PP pupils come into school with poor communication and language and with low PSED. Their progress as they move through the school is hindered by poor vocabulary weak comprehension skills. This is impacting onto the progress and attainment in reading and maths reasoning.
C.	Well-being and developing a good mental health is a challenge for many of the PP children within the school. This impacts on their ability to focus on their learning, which impacts on the progress they make preventing them from reaching their academic potential.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	There is a clear link between vulnerability of some families and the children's abilities to perform well at school without tailored program of support.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Build on the good work that has been made in developing a culture of Growth Mindset throughout the whole school community to impact on learning to learn, meta cognition, self-regulation, learning styles, progress, attitudes, behaviour, pupil and family resilience.	Improve PP pupil engagement in learning and resilience. Pupils setting their own learning goals, embracing challenge, becoming more assessment capable and a shared emphasis on progress. This will be measured by Teacher assessment and in pupil progress meetings. Targets set to <i>close the gap</i> are achieved. Improved pupils outcomes in attainment and progress for all year groups.

B.	<p>To continue to improve oral language skills for pupils eligible for PP in Reception class and equip them with the language and communication skills to access the curriculum and learning at an age appropriate level.</p> <p>Strengthen reading skills through a systematic approach to early reading and writing and then use the good progress made here to build reading in greater depth and understanding at KS2.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 60% eligible for PP meet age related expectations</p> <p>Reading results for KS1 and 2 PP are in line with NA, with the gap has reduced between PP and non PP and higher ability PP are in line with their peers.</p> <p>Children's dialogue and reasoning skills to support improved understanding and deeper thinking in learning. Evidence through data.</p>
C.	<p>Target groups (PP/SEND and the more able) identified and are provided with the opportunity to make accelerated progress through clear and specific use of resources in developing their using and applying and reasoning.</p>	<p>All PP pupils make greater progress. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths.</p> <p>Targets set to <i>close the gap</i> are achieved</p>
D.	<p>Promote well-being and good mental health for all children using the philosophy of Growth Mindset and Mind UP. This will lead to greater levels of self-regulation which impacts on the progress they make in all areas of development.</p>	<p>Pupils are more resilient in test situations and see an increase in the scores they achieve. There is an increase in the number of children being given roles and responsibilities within the school, there is an increase in the participation in representing the school within the community. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). There is an increase in the number of children attending after school and holiday clubs that are offered.</p>
E.	<p>Increased levels of engagement between families and children's learning disposition. This includes improved attendance and wider participation in school life.</p>	<p>Increase in the level of participation in the preview learning children complete at home, number of parents volunteering to support with school events, participation in parent run courses, parents supporting school events.</p>

4. Planned expenditure					
Academic year	2017 to 2018				
i. Quality of teaching for all					
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?
A. Embed a culture of Growth Mindset with staff, Governors, pupils and parents to strengthen pupils learning attitudes, resilience and progress.	To continue working with James Nottingham on developing Carole Dwecks work on Growth Mindset. This is the second year of a long term project, commitment and investment that will span two academic years and has several strands that will impact into other areas of our School Development plan and subject Action Plans.	Culture of challenge, and aspiration is strengthened. Pupils able to learn independently and collaboratively. Pupils setting their own learning goals, embracing challenge, becoming more assessment capable and a shared emphasis on progress. This will result in the children making better progress.	Use INSET days to deliver training. Hold regular staff meeting input and reflection on practice, including looking at most effective forms of feedback for children. Trial, review and share best practice. Develop action research groups to promote positive learning attitudes in girls, PP and vulnerable groups. Use pupil mentoring and conferencing to target. Link to Closing the gap SDP. PM target for GM for each member of staff.	Jennie Carter and Judy Martyn	Jan 18. April 18 and June 18

B. Improve and strengthen pupils reading and writing skills so greater progress is made for all groups of children Develop pupils reading comprehension and reasoning skills	Embedding Read Write Inc. throughout EYFS and KS1 on a daily basis (accelerated learning of basic skills in literacy for all pupils)	Phonics is an improving trend over time and evidences the school's focus on phonics over the last 3 years, but more recently the impact of introducing RWI into the KS1 in a robust and co-ordinated way. The focus on RWI needs to continue and embed in EYFS and KS1 to ensure that all gaps are narrowed or cease.	Programmes selected based on evidence of effectiveness. Lead teacher monitors and coaches other staff on a weekly basis. 3 development days a year will evaluate the impact of its implementation. Termly pupils assessment measure impact and progress for all pupils	Claire Mayhew	Nov 17, Jan, April,, June 18
	Teach pupils 'dialogue' to widen pupils' vocabulary, depth of thinking, quality of questioning and debate. Introduce P4C to expand on the children developing concepts through dialogue.	Phonic skills, vocabulary, comprehension and ability to interpret texts through reasoning has been strengthened through RWI and the introduction of Growth Mindset and Dialogue. PP – There is no in-school gap between PP and non PP	P4C INSET day for all staff. Application and impact through monitoring. Ensuring weekly dialogue or p4c session.	Jennie Carter	June 18
Total budgeted cost					£49,950
Review of expenditure					
Evaluation : Estimated impact :					
Lessons learned (will you continue to use this)					
ii. Targeted support					
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?
A. PP language and communication skills are improved sufficiently them to access learning EYFS CCL is improved and outcomes are at NA and the gap is narrowed or ceased.	Speech and language interventions and groups. Early referrals to speech and language for support and assistance. One member of staff to attend all EYFS speech and Language appointments in school to then be able to implement and share targets with other staff.	EET toolkit identifies early intervention as key to PP pupils making good progress. Research shows that Growth Mindset has the biggest impact on disadvantaged children, as shown by Carole Dweck.	SEND/CO/ PP and EYFS LEAD to ensure targeted pupils are tracked. Weekly meetings. Speech Link assessments carried out for early identification and then children are grouped accordingly. EYFS supervisor and Nursery TA to run communication and language groups daily.	Vicky Benfield	Dec 17, April 18, June 18

B. Develop children's dialogue and reasoning skills to support improved understanding and deeper thinking in learning.	The introduction of P4C sessions within KS2. KS1 children to be taught dialogue sessions prior to introducing P4C. Target dialogue groups to promote language and reasoning with those pupils who are reticent to work as part of a whole class.	EET toolkit identifies early intervention as key to PP pupils making good progress.	Monitoring and discussions. Coaching staff to support staff to implement. Children will be able to use greater vocabulary gained within other areas of learning and including their writing. Progress will improve and the gap will narrow.	Jennie Carter	Dec 17, April 18, June 18
C. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2018
D. Create a tailored provision through the preview hub to support social, emotional and behaviour needs to encourage better learning focus within lessons to maximise progress.	Specific PP children targeted through time tabled sessions throughout the day including break times and lunch times. Led by SENDCO, sports coach and additional support staff	Children are better able to identify triggers and know what they can do to help manage their own emotions and communicate with an adult if they need support. Children regularly adopt a Growth Mindset approach to their learning and the challenges that they face in their lives. That children are able to communicate their thoughts so that support can be put in place before children's emotions become overwhelming.	Pupils setting their own learning goals, embracing challenge. Being independent resilient learners. Children become more aware of their emotions and the impact that it has on their ability to focus and learn.	Vicky Benfield	Dec 17, April 18, June 18
E. Improved progress for children in reading and writing.	Targeted 1:1 RWI catch up intervention for children identified from termly data. Targeted Language and Literacy for children in LKS2.	Children who need additional support to enable them to make progress within reading and writing will have additional support on top of their daily RWI group. Children will be supported in developing their Literacy skills in a daily targeted Language and Literacy session with a teacher.	Through termly assessments and analysis of the RWI data. As well as looking at the progress that has been made in their writing including CLJ books, within their reading checking the progress that is being made both in their decoding and their comprehension.	Claire Mayhew Judy Martyn	Dec 17, April 18, June 18

F. Progress data in termly surgeries and from monitoring activities identify that vulnerable pupils are making rapid progress to close the gap.	<p>Provision maps to be updated and revised every three weeks and targeted provision reflects the progress that children are making.</p> <p>Children who do not make progress despite being targeted on provision maps to have a Graduated response which informs a My Plan to be shared with parents.</p> <p>Targeted groups of children identified for focused feedback and conferencing.</p> <p>Children with EHCP's to have a My plan and a personalised timetable Pupil Progress meetings to discuss the progress and barriers PP/ SEN consultations with SENDCo to ensure that provision meets needs.</p>	Improve the outcomes for disadvantaged and vulnerable groups using a variety of strategies, with early identification and intervention through working with home and school.	Meeting and report to SEND/PP Gov and to GB. PP and send Audit completed. Termly progress data reported and impact measured	VBenfield	Dec 17, April 18, June 18
Total budgeted cost					£68,500
Review of expenditure					£
Evaluation : Estimated impact :					
Lessons learned (will you continue to use this)					
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?
A. Promote well-being and good mental health for all children using Mind-Up and normal magic	<p>Run a daily normal magic session for pupils who are vulnerable to low mood and poor self-regulation.</p> <p>Using the 10 a day approach</p>	Children are better able to identify triggers and know what they can do to help manage their own emotions and communicate with an adult if they need support.	Complete Mind up training day and roll out the programme in all classrooms to support well-being levels and self-efficacy.	Judy Martyn	Dec 17, April 18, June 18

	<p>P4C and dialogue activities Using THRIVE workshops to support children and home Using forest school approach to help support children Introducing Mind up throughout the whole school. Introduce buddies for vulnerable children to be supported at unstructured times. Target group of vulnerable pupils on using P4C to support meta cognition and self-regulation.</p> <p>Run a P4C Parenting Project (Let's Get Talking!) to engage our community further and encourage parents to explore philosophical ideas and concepts alongside their children.</p>	That children are able to communicate their thoughts so that support can be put in place before children's emotions become overwhelming			
B. That children have a more focused lunch time and are able to engage with a variety of different sport activities that are on offer.	Sports Coach to develop children's skill levels and participation in team games during lunch time. Including Girls that can, play leaders, skill development sessions.	To enable children to learn a variety of different games that they are able to play and engage with a wider circle of friends.	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during team games.	Jane Bassett	Dec 17, April 18, June 18
C. Children to be able to access a safe and happy lunch time that meets their individual needs.	Lunch club provision for children who struggle to engage and access a normal lunch routine. They will be able to eat in a smaller, quieter room and be supported by 2 key adults. The children will be able to participate in activities that they are interested in and can suggest.	Being able to offer support to children who find lunch times difficult to manage and engage with. These children often need access to an alternative provision in a quieter space within the school.	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during lunch time.	Vicky Benfield	Dec 17, April 18, June 18
D. For children to be able to make good or better progress because they are more emotionally stable and secure.	Children and family support worker, working with targeted children to help to identify and remove the barriers. Right for children support in place to access family support within the home	We want children to attend school more regularly and when they are in school are able to thrive and feel safe.	Improved attendance for children. Reduction in the escalation of CIN to CP. There will be stronger partnership working with vulnerable families who are able to access wider support in the community. The gap will close for the children in their learning as they make accelerated progress.	Vicky Benfield	Dec 17, April 18, June 18
E. For children to be able to participate in enrichment activities that they wouldn't normally be	Bursary to be made available to selected pupils to ensure inclusion within the Eleven before eleven.	Providing a bursary for selected pupils ensures that all pupils have equal access to school visits that enrich their curriculum, increasing first hand	Book scrutiny of topic work shows an improvement in the quality and presentation of their learning when it has a direct link to the	Judy Martyn	Dec 17, April 18, June 18

able to access.		experiences and remove potential cost barriers.	experiences.		
F. To improve the self-esteem and the self-confidence of pupils.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers. This increases their self-confidence and sense of belonging to the school community and helps to foster the pride and belonging.	Pupils self-esteem and self-confidence is improved as well as developing the community ethos of being part of the school community and creating a sense of pride being associated with the school	Judy Martyn	Dec 17, April 18, June 18
G. Preview after school club	To be able to provide the pupils with a safe and supportive setting in order for them to be able to complete preview learning tasks.	Providing children with the opportunity to attend preview after school club enables them to engage with their home learning and get additional support with something as required.	Pupils have higher levels of engagement with the preview learning tasks and they take a greater pride in the presentation of the homework when it has been done in preview homework club. More pupils are completing the preview learning tasks that have been set as home learning.	Vicky Benfield	Dec 17, April 18, June 18
Total budgeted cost					£41,550
Review of expenditure					£
Evaluation : Estimated impact :					
Lessons learned (will you continue to use this)					

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk