

## Pupil premium strategy statement (primary)

1. Summary information					
School	Highweek Primary School				
Academic Year	2016 to 17	Total PP budget	£166,000	Date of most recent PP Review	Nov 16
Total number of pupils	330	Number of pupils eligible for PP	129	Date for next internal review of this strategy	March 17
Review completed November 2017				Review of strategy Nov 17	

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 is 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; as demonstrated in the Yr 6 tests for 2016.		
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. As a result gap not closing sufficiently for vulnerable pupils at Key Stage 1 and 2.		
C.	In maths, PP children lack skills to apply themselves into a range of contexts and focus on problem solving and reasoning, and respond to challenge, especially vulnerable groups. For more able PP children development of greater depth. In Maths, PP children lack skills to apply their knowledge in a range of contexts, particularly problem solving and reasoning. They find it difficult to respond to challenge. More able PP children find it difficult to develop these skills to show greater depth.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	There is a clear link between vulnerability and poor attendance with the majority of pupils who are persistently absent being PP.  Attendance rates for pupils eligible for PP are 94.2 % with 15 pupils PA. (below the target for all children of 96.2%). This reduces their school hours and causes them to fall behind on average.		
3. Desired outcomes			
	<table border="1"> <thead> <tr> <th>Desired outcomes and how they will be measured</th><th>Success criteria</th></tr> </thead> </table>	Desired outcomes and how they will be measured	Success criteria
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<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP by use Growth Mindset to strengthen PP levels of engagement in learning and to demonstrate resilience when challenged in learning.	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, Reading and Writing. Targets set to <i>close the gap</i> are achieved Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established with local schools. .
<b>B.</b>	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. 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.	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 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.
<b>C.</b>	Target groups (PP/SEND) 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.	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. Targets set to <i>close the gap</i> are achieved
<b>D.</b>	Behavioural issues reduce and instances of pupils positive meta cognition, self-regulation, learning behaviours impact onto the progress they make.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below by reducing from PP PA 15 to 6. Overall PP attendance improves from 94.2% to 96.2% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016 to 2017				
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?
Develop a culture of Growth Mindset with staff, Governors, pupils and parents to strengthen pupils learning attitudes, resilience and progress.	To work with James Nottingham on developing Carole Dweck's work on Growth Mindset. This is a long term project, commitment and investment that will span 3 academic years and has several strands that will impact into other areas of our School Development plan and subject Action Plans.	We want to invest some of the PP in longer term change which will help all pupils. It builds on our work on BLP but is more specific in targeting progress and attainment of hard to reach pupils. Many different evidence sources, e.g. EEF Toolkit suggest strong meta cognition , self-regulation , and resilience are key towards improving attainment and progress , and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. SLT and peer observations after each element of delivery to embed learning (no assessment). Pupil voice, including school council to gauge impact Termly progress data Pupil workbook scrutiny Lessons from training embedded in school monitoring	Jennie Carter and Judy Martyn	Jan 17. April and June 17
<b>Evaluation</b> :Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate					
<p>Overall results for 2017 show significant improvements in all subjects and across all phases for all pupils on the 2016 outcomes. In Early Years 50% of PP children achieved GLD this is an increase of 14.5% on the previous year. It shows that the school's work around developing pupil's resilience and learning attitudes through its work on Growth Mindset is having significant impact across the school. Pupils are showing a love of learning and levels of engagement have greatly increased and as a result our curriculum has become more creative. Pupils language and reasoning has strengthened and this will be further extended through our work on Philosophy for Children in the forthcoming year. At Key stage 1 and 2 resilience in class and performance under test conditions in SATs has improved. In Phonics Year 1, 81% of disadvantaged children met the phonics standard and all Year 2 PP children have met the standard. 71.4% of PP children are working at expected standard or above in Reading; 57.1% in Writing and 71.4 % in Maths This is an increase in all subjects on the previous year, 50%, 50% and 40% respectively. In KS2 28.6 % of PP children achieved ARE or above in Reading, Writing and Maths combined; this is an increase on the previous academic year. KS2 PP children performed best in writing with 78.6% achieving expected or above. In school gaps in all phases have narrowed.</p>					
<b>Lessons learned</b> (and whether you will continue with this approach)					
This is a long term project. We need to build on the good progress we have made in Yr 1. Research shows that work in Growth Mindset has the greatest impact with disadvantaged pupils. We are finding it is supporting improvements for all pupils. There is a whole school commitment and investment that will span 3 academic years and has several strands that will impact into other areas of our School Development plan and subject Action Plans. We see this work as central to <b>all</b> of our school improvement. It will complement all our other work to improve teaching and learning and raising standards. Developing GM is a long journey and its hard work. We are not there yet, but we are doing well.					

A. Improve and strengthen pupils reading and writing skills so greater progress is made for all groups of children	Establishing and operating Read Write Inc. throughout EYFS and KS1 on a daily basis (accelerated learning of basic skills in literacy for all pupils)	Although our teaching of phonics is a strength, many of our children are not able to read or write at greater depth at ARE. Investing in RWI will provide all children with and tailored learning that will ensure accelerated progress for all and a tailored intervention for additional support.	Programmes selected based on evidence of effectiveness. 2 whole staff training days completed for RWI. 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 16, Jan, April,, June 17
B Develop pupils reading comprehension and reasoning skills	Teach pupils 'dialogue' to widen pupils' vocabulary, depth of thinking, quality of questioning and debate.	Many different evidence sources, e.g. EEF toolkit and results from other schools with PP % indicates that this is a very successful approach,		Jennie Carter	June 17
C. Pupils are reading a range of texts and are able to comprehend key concepts.	Embed Accelerated reader into KS 2 to improve ARE so it is in line with NA	Builds on first year where we began to use it. Data indicates rapid progress in year for all pupils and high levels of motivation by pupils. Pupils are now reading for sustained periods and are quiz to demonstrate they understand what they have read.	Dialogue INSET day for all staff. Application and impact through monitoring  Quizzing results and termly assessments.	Shelby Chew	Dec 16, April and July 17

**Evaluation :** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Yr 1 and 2 Phonics is now a strength of the school. Phonics is an improving trend over time and evidences the school's focus on phonics over the last 3 years, but more recently the significant impact of introducing RWI into the KS1 from September 2017 in a robust and co ordinated way. Quality leadership, consistent training ,coaching and support throughout the year has meant that all staff are delivering quality phonics . As a result Phonics results are now above NA for Yr 1 pupils indicating very good progress, given pupils starting points and poor language and communication skills. The gap for PP pupils has been closed to only -10 . By the end of end of key stage 1 only one child left Yr 2 without achieving the phonics standard .By Yr2 all PP pupils,100% achieved the standard and in total 97% of all children entered KS2 at the required standard.

At Key Stage 1 Reading is an improving pattern over time and now slightly above the LA. In additional there is a sig+ improvement in the % of pupils who are achieving EXS+ in reading on the previous year. 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. Reading after a 3-year declining trend it has improved. Identified last year in SDP and Accelerated reader was introduced at KS 2 supported by other strategies including Growth mindset, dialogue, reasoning and comprehension skills .Impact is improved progress measures(scaled scores) which are now positive scores. Results are now within the expected NA range. Non FSM pupils are in line with NA but FSM are still below . This the gap had narrowed on last year.

At Key Stage 2 Reading after a 3-year declining trend, it has improved. Accelerated reader was introduced at KS2 supported by other strategies including Growth Mindset, dialogue, reasoning and comprehension skills. The impact of this is improved progress measures (scaled scores) which are now positive scores. Results are now within the expected NA range. Non PP pupils are in line with NA but PP pupils are still below. This gap had narrowed on last year. Pupils are beginning to demonstrate the level of language, vocabulary, comprehension, reasoning or resilience to tackle the demands of the test and improvements are set to continue. This continues to be a school priority. (Link to SDP priority 1,2 & 4)

**Lessons learned**

(and whether you will continue with this approach)

We will continue to use both of these approaches as their impact is significant.

The impact of RWI can also be seen in the reading and writing outcomes for Yr 2 pupils in their SAT's results. The focus on RWI needs to continue and embed in EYFS and KS1 as we move into Yr 2 of our plan.

At KS2 Pupils are beginning to demonstrate the level of language, vocabulary, comprehension, reasoning or resilience to tackle the demands of the test and improvements are set to continue. This continues to be a school priority.

**Total budgeted cost** £53,000

**Review of expenditure at year end** £55,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. PP language and communication skills are improved sufficiently them to access learning EYFS CCL is improved and outcomes are at NA	Appoint a S & L therapist 2 days a week to provide help and support to children with speech and/or language difficulties help with referrals to speech and language, provide speech therapy, speech, run a language intervention groups . Provide training to staff.	EET toolkit identifies early intervention as key to PP pupils making good progress	SENDCO/ PP and EYFS LEAD to ensure targeted pupils are tracked.	Vicky Benfield	Dec 16, April 17.June 17
C. Vocabulary and reasoning skills are developed in PP pupils	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	SENDCO/ PP and EYFS LEAD to ensure targeted pupils are tracked.	Vicky Benfield	Dec 16, April 17.June 17

B. 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 2017
D. Set up a preview club to develop learning attitudes , meta cognition and self-regulation	Pupils setting their own learning goals, embracing challenge. Being independent resilient learners.	To be able to develop learning readiness in KS1 pupils. Additional targeted learning will take place to provide children with the skills to equip them within the classroom. Children to be able to use their own normal magic to be able to access learning that they find challenging.	Through specific time tabled session in the afternoons. Led by SENDCO and additional support staff.	Vicky Benfield	Dec 16, April 17.June 17
E. Improve pupil engagement in learning and resilience	Staff making better use of feedback and feedforward And pupils becoming more assessment capable and a shared emphasis on progress.	We want to ensure that adults who are supporting children are attuned to the needs of the children they are working. That the children are able to make the maximum progress possible through precision teaching and use of resources.	Through regular analysis of provision maps to ensure that needs are being met. Regular pupil conferencing with the children about their learning. Adults to attune to the needs of the learners within their class and make reasonable adjustments to ensure	Vicky Benfield	Dec 16, April 17.June 17
F. Support for targeted children with low level language skills on arrival into Early Years.	Contribution to the salary of the Early Years Specialist HLTA to support targeted families support, Thrive assessments, Oral language groups based on language link assessment of Early Years.  Use of a speech and language specialist 2 days a week. To provide training and support to up skill staff within the Early Years.	Improvement in the emotional well-being of the children and their language and social skills has improved so that they are more able to manage their emotions successfully and positively.  Children's language skills are accelerated and they are better equipped to be able to communicate with other children and adults alike.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision.	Vicky Benfield/ Sam Herbert	Dec 16, April 17.June 17

G. Improved progress for children in reading and writing.	Targeted 1:1 RWI catch up intervention for children identified from termly data.	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. This will enable the children to work specifically on their barriers to increase their level of understanding and enable them to be able to make progress in both reading and writing.	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	Dec 16, April 17.June 17
H. Improved progress for children in writing and maths.	Teacher conferencing on a regular basis with children in addition to more in depth marking. Teachers will spend time conferencing children with regards to their learning and their barriers and be able to find ways of over-coming the barriers to learning.	We want children to develop a better understanding of their barriers and have confidence when talking to adults about their learning. Children need to be able to identify the barriers and receive advice and support of the next steps that they can take to ensure they make better progress.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision.	Shelby Chew/Jane Bassett	Dec 16, April 17.June 17
I. Improved progress for children in maths and literacy.	Targeted preview learning and interventions delivered by TA's.	We want to be able to support children narrowing the gaps within their learning. Where it has been identified that children required some additional learning that they are given access to preview learning and then if additional support is required then interventions will be used.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision. Analysis of the provision maps that is conducted during staff meetings.	Shelby Chew/ Jane Bassett	Dec 16, April 17.June 17
<b>Total budgeted cost</b>					£75,000
<b>Review of expenditure at year end</b>					£61,000

**Evaluation :****Estimated impact : Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate**

In spite of the school not being able to sustain the post of its own speech and language specialist in school we were able to target individuals and specific speech and language intervention groups were set up using carefully selected criteria this resulted in 63% of PP meeting or exceeding the standard for Communication and Language, with the other 37% making accelerated progress and narrowing the gap to 14% between PP and no PP.

A speech and language course for targeted parents was run during the summer term and was attended by 12 parents, this supported parents to develop a better understanding of speech, language and communication needs. This boosted their confidence and a member of the Early Years team also attended the course and was able to encourage and support the parents in putting into practice what they had the opportunity to learn.

Weekly dialogue sessions were rolled out to all pupils enabling them to develop vocabulary and reasoning skills. This in turn impacted onto the quality of their maths reasoning and their writing by expanding children's language which enables them to be able to express themselves better. Through the development of dialogue sessions children have learnt to explain and develop their opinions, this in turn feeds into their written work and their reasoning as they are becoming used to expanding their thoughts and opinions verbally through discussions.

Reasoning training was completed with all staff and continues on a weekly basis.

In maths at KS2 for all pupils, we have seen a 15% increase of pupils working at the higher standard and 30% increase in the number of children working at the expected standard.

Scaled score for all pupils in maths for 2017 improved by 0.8 on the previous year. (From IDSR) Disadvantaged pupils were not considered to be significantly below benchmark in 2017 (as we were in 2016), points of progress increased by 1.1, an 11% increase in PP children working at the expected standard, and an increase of 7% of PP children working at the higher standard. In KS1, we have seen a 8.5% increase in PP pupils working at the higher standard, and an increase of 31.4% of PP children working at the expected standard. All pupils have shown greater resilience in test situations, but this still needs to be embedded.

**Lessons learned (will you continue to use this)**

Problem solving and reasoning is still a focus for the whole school, and continued, quality CPD is planned for this. We will continue to work on resilience in test situations. Dialogue, especially in Maths, will continue to support all pupils to be able to verbalise and explain their reasoning. Targeting of PP pupils, with preview work and intervention work will continue, to include early morning sessions, and support in homework club.

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Increased attendance rates with a particular focus on reducing PA	Create an Admissions and attendance role to monitor pupils and follow up quickly on absences. First day response provision. Deploy a range of strategies identified in the Attendance audit to reduce absence and encourage attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing Attendance officer about existing absence issues. PP coordinator, FLO, EWO, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Judy Martyn	Dec 16, Jan , May and July 2017
B. Year 6 children are focused and ready to participate in SATS without too much anxiety and stress. Therefore enabling them to show their ability.	Breakfast club for Year 6 pupils during SATs week	We want the children to be able to achieve their best during SATS week. As part of the preparation offering children the opportunity to come in and have breakfast together while discussing things that might come up in the test to support the children and to ease any anxieties that they may have.	Improved Year 6 SATs results.	Shelby Chew	Dec 16, Jan , May and July 2017



C. 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.	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 16, Jan , May and July 2017
D. 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 a key adult . 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 16, Jan , May and July 2017
E. 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.	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. The gap will close for the children in their learning as they make accelerated progress.	Vicky Benfield	Dec 16, Jan , May and July 2017
F. For children to be able to participate in enrichment activities that they wouldn't normally be able to access.	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 experiences and remove potential cost barriers.	Book scrutiny of topic work shows an improvement in the quality and presentation of their learning when it has a direct link to the experiences.	Judy Martyn	Dec 16, Jan , May and July 2017
G. 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 16, Jan , May and July 2017
H. 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 16, Jan , May and July 2017
<b>Total budgeted cost</b>					£38,000
<b>Review of expenditure</b>					£50,000

Evaluation :

Estimated impact : Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate

Very good progress has been made on improving attendance and reducing the numbers of PP pupils who have high levels of absence or are Persistently absent. The school has worked hard on establishing robust systems and good incentives to improve attendance. The school appointed an Admissions Administrator to co-ordinate and manage this. Family support work and action planning has been provided to targeted families and the work we do around improving attendance have also been recognised in our recent Ofsted report in July 17.

Attendance for Summer Term 17 (up to 15 June ) 96.3% which is up on last year's 94.9 %.

Persistent absence has reduced from 29 pupils down to only 12 pupils in 2016 to 17.

Number of lates has reduced, as have the number of sessions lost from exclusions.

Coaching, mentoring and support for Yr 6, including revision sessions for pupils enabled them to be better prepared and more resilient to the challenge that the tests presented to them.

The school extended its support of pupils by providing the full time support of sport coaches to work on strengthening resilience, teamwork, cooperation and learning attitudes. Teachers reported that pupils were better placed to sustain time within the classroom.

Preview club targeting PP pupils was set up and the children were selected for the development of the social and emotional development and understanding of themselves and how their behaviour impacts on others. The children all had additional needs as well as they were on the SEN register at various levels. All teachers reported that the children looked forward to attending the preview club and were more settled in their learning within the classroom. The group focused on providing children with strategies of coping with the challenges that they faced with their learning and providing them with alternative ways to communicate within the classroom. They also had time to reflect on things that had happened and look at alternative solutions to social interactions and providing them with explanations for why others had responded the way that they had. All parents of the children attending preview club were supportive and noticed a difference in the way conflict was dealt with in the family home and that the children were using the strategies at home as well. There was also a focus in developing friendships and initiating game play and co-operation, which also fed back into their interactions and group working within the classroom.

### **Lessons learned (will you continue to use this)**

Build on the good systems that have been established to improve attendance. Continue to work with families who struggle with regular attendance.

Further expand the provision of preview club and incorporate the additional hours that we have a sports coach to specifically target children in another way to promote self-esteem, team work and building on the growth mindset approach that we are fostering in all the Highweek community.

Expand the pastoral support which is offered within the school at break time and lunch time

### **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](http://www.aschool.sch.uk)