

# Highlees Pupil Premium Strategy Statement - 2018-2019

1. Summary information					
School	HIGHLEES PRIMARY SCHOOL				
Academic Year	2018-2019	Total PP budget	£221,760	Date of most recent PP Review	Nov' 2017
Total number of pupils	399	Number of pupils eligible for PP	149 (37%)	Date for next internal review of this strategy	January 2019

2. Current attainment (2018 Statutory Assessment)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	36%	39%	70%
Reading progress score	-4.6	-2.9	0.31
Writing progress score	-0.9	-0.7	0.24
Maths progress score	-3.9	-1.3	0.31
Comparison against National	Significantly below National in all areas.	Below National in all areas	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
1	Pupils eligible for PP's attainment is well below their peers (in particular English) this is linked to limited vocabulary, language and oracy
2	Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP
3	Language skills are limited. For pupils with English as an additional language this is further exasperated
4	Pupils access to a positive reading culture and easy access to quality books and reading environments
5	Eligible pupils attendance is lower than all children (94.6% PP, 95.6% Non-PP). This is the same picture for persistent absentees (12.8% PP, 8% Non-PP).
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
6	Highlees is situated in an area of high deprivation where there is particularly high incidences of social and emotional concerns within a vulnerable community
7	Aspirations are generally low
8	Limited external resources and agencies to support families available in the local area

#### 4. Desired outcomes

	<b>Desired outcomes &amp; how they will be measured</b>	<b>Success criteria</b>																																
<b>A.</b>	Improve attainment in Reading for pupils eligible for pupil premium across the school and close the gap with their peers	<ul style="list-style-type: none"> <li>The percentage of eligible pupils achieving ARE in Reading at the end of year will improve.</li> </ul> <table border="1" data-bbox="1025 293 2016 791"> <thead> <tr> <th>READING</th> <th>2018</th> <th>FORECAST 2019</th> <th>MILESTONE</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>70%</td> <td>67%</td> <td></td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>50%</td> <td></td> </tr> <tr> <td>Y3</td> <td>65%</td> <td>55%</td> <td></td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>40%</td> <td></td> </tr> <tr> <td>Y5</td> <td>43%</td> <td>59%</td> <td></td> </tr> <tr> <td>Y6</td> <td></td> <td>40%</td> <td></td> </tr> </tbody> </table>	READING	2018	FORECAST 2019	MILESTONE	R				Y1	70%	67%		Y2	50%	50%		Y3	65%	55%		Y4	60%	40%		Y5	43%	59%		Y6		40%	
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<p><b>B.</b></p>	<p>Improve the attendance of eligible pupils and persistent absenteeism and close the gap with their peers</p>	<table border="1" data-bbox="1025 754 2128 1067"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>NON PP Attendance</td> <td>96%</td> <td></td> </tr> <tr> <td>PP Attendance</td> <td>94.6%</td> <td></td> </tr> <tr> <td>NON PP PA</td> <td>8.4</td> <td></td> </tr> <tr> <td>PP PA</td> <td>12.78</td> <td></td> </tr> </tbody> </table>		2017-2018	2018-2019	NON PP Attendance	96%		PP Attendance	94.6%		NON PP PA	8.4		PP PA	12.78																		
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<p><b>C.</b></p>	<p>Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves - leading to a closing of the gap</p>	<ul style="list-style-type: none"> <li>Percentage of eligible pupils achieving expected standard at the end of Y1 (81% in 2018) and Y2 (89% in 2018) shows an improving trend in 2018 so that it is broadly in line with national.</li> <li>The difference between PP and non PP pupils is diminished from 10% in 2017 in year 1 and 15% in 2017 in year 2 to be less than a 8% difference in both year groups.</li> <li>The difference between PP and non PP in 2018 indicates the gap is closing.</li> </ul> <p style="text-align: center;">       Year 1 - non PP: 77%    PP: 81% (+4%)        Year 2 - non PP 89%    PP 89% (0%)     </p>																																

<b>D.</b>	Increase the enrichment activities available to eligible pupils through the '70 things to do before you leave Eyrescroft'	<ul style="list-style-type: none"> <li>● All eligible pupils to access '70 things to do before you leave Highlees'.</li> <li>● Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips.</li> <li>● Eligible pupils attendance to be in line with the school target of 96%.</li> <li>● Diminish the difference between eligible pupils persistent absenteeism and national comparable data.</li> <li>● Pupil and parent questionnaire shows increased satisfaction with the school.</li> </ul>
<b>E.</b>	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> <li>● On the school's list of opportunities increase the number accessed by eligible pupils/families.</li> <li>● Reduce the percentage of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</li> <li>● Progress of targeted pupils (families) is at least in line with the expected rate.</li> </ul>
<b>G.</b>	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> <li>● The number of recorded incidents of poor behaviour of eligible pupils reduces.</li> <li>● Statistics from pupil voice questionnaires demonstrates improved motivational attitudes of eligible pupils.</li> <li>● The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 27%, 41% and 45% in 2018 to be broadly in line with all others.</li> <li>● Eligible pupils attendance to be in line with the school target of 96%.</li> </ul>

5. Planned expenditure					
Academic year	2018-2019				
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					
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?
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English.	SFA Appointment of an SFA lead Resources including training material and books	SFA is well documented in the impact it has had on raising standards and results. Schools with proven track records were visited within and outside of the Elliot Foundation enabling us to see evidence of the positive impact SFA can have on the quality of teaching and learning and standards, also learning behaviours are embedded throughout the curriculum, ensuring higher levels of engagement. Explicit teaching of new vocabulary is built into SFA sessions.  Low standards of progress and attainment in English within all groups.	Strategic support from implementation partner for 2 years  Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice  Frequent CPD and staff training  QA writing, interview pupils, project case study	HoS ESL SLT Exp	8 weekly intervals
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths	Develop use of White Rose  6 a day and 15 minute Maths	Following researching different Maths Schemes, White Rose materials is recommended and used by Maths Hub. Increased opportunities for reasoning.  Vertical streaming enabling school to extend HAP and provide target support and fill the gaps in children's learning  6 a day - engage in 15 minutes of arithmetic	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice  Frequent CPD and staff training  monthly arithmetic scores tracked by SLT and MSL	MSL   SLT/MSL	Termly   Monthly
Improve the rate of progress and attainment levels for pupils eligible for	Cornerstones curriculum and subscription to the hub and resources.	The Cornerstones cross curricular approach was identified as suitable for our children's needs across the school. It provides opportunities for subjects to	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice	SLs SLT	Termly Dec'18, March 2019 and July 2019

pupil premium across the school in Foundation subjects.		be delivered with high levels of engagement and improve learning behaviours. High quality engaging learning environments are often a result of the stimulating topics.			
Improve accuracy of assessments.	<p>Delivery of Cornerstones assessment materials.</p> <p>Monthly arithmetic tests - assessment cycle</p>	We have identified that whilst teacher confidence and skills are improving in the assessment of English and Maths, teachers require more support with the assessment of foundation subjects to enable effective GAP analysis and formative teaching.	<p>Frequent moderation within school and across the federation</p> <p>CPD and staff training</p> <p>Supported planning</p> <p>Creation of exemplification materials and portfolios</p>	SLs PALS SLT	Termly Dec'18, March 2019 and July 2019
Improve standards and expectations of handwriting and presentation.	Termly handwriting competition	<p>Building on improvements from 2017-2018 and improving chances of more children achieving the expected standard in writing</p> <p>Feedback from pupils reported positively about motivation and pride in writing competition</p>	<p>Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.</p> <p>Governors judge competition</p>	ESL Governors	Termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Reading.	<p>Accelerated Reader online resource subscription</p> <p>Appointment of an Accelerated reader leader</p> <p>Award materials eg certificates</p> <p>Develop reading 'corners' around the school and library</p> <p>Relaunch Reading Bugs as 'The Big Read'</p>	<p>Accelerated reader allows children to independently access high quality texts and comprehension materials. It has been used in many schools and has proved to raise attainment and ensure accelerate progress.</p> <p>The home access fosters good home school links and improves family literacy skills.</p> <p>Developing a culture of reading within the school. Developing a love of reading.</p>	<p>Regular data analysis and diagnostic testing.</p> <p>Termly awards and celebrations to raise the profile and foster competitive element</p> <p>Pupils voice - finding out where children like to read.</p>	ESL - HF Accelerated Reader Leader	Termly

	CPD for teachers on how to effectively diagnose why individual ch are struggling to make progress in reading and strategies to overcome them.	Opportunity for children to listen to and enjoy a range of genres and media (incl digital texts) read aloud and book talk develops language capability  EEF research identified clear diagnostic cpd as a way to identify issues accurately and quickly. Enabling teachers to quickly change approaches and teaching.			
Develop children's language capability to support their reading and writing	Activities to promote S&L	Research from EEF(Improving literacy in KS2) confirms that developing expressive and receptive language are the foundations for thinking and communication and essential skills for thinking and communication			
Improve the rate of progress for pupils eligible for pupil premium across the school	Baseline assessments for new arrivals with English as an additional language Teaching assistant to deliver bespoke package of support	An increasing number of new arrivals have very limited English and need early assessment and support to enable them to access the curriculum at an appropriate level.	Regular data analysis and diagnostic testing.  PPM	FVP	On-going
<b>Total budgeted cost</b>					<b>£7,228</b>
<b>ii. Targeted support</b>					
<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>
Improve attainment at the end of Key Stage 2	PiXL materials and resources  Appointment of PiXL teacher  Introduce 3 way timetable for SATs week	2018 outcomes at Eyrescroft and other schools in the locality have demonstrated the success of targeted use of SFA. Current low attainment in Year 6, external barriers and poor test technique have been the rationale for continuing this scheme in Year 6 this year.  Working with schools within TEFAT where rapid improvement in outcomes	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.  Regular testing and gap analysis  Trial during the Mocks in February 2019 and review	Year 6 PAL SLT   ExP / HoS	Fortnightly Year 6 action planning meetings

	Introduce use of enlarged materials with pupils and testing in classrooms	was evident developing the pedagogies around statutory testing have identified key practices to support pupils achieve the very best possible outcome			
Improve attainment at the end of Key Stage 2 in reading, writing and Maths	Purchase Test Base Resource	To enable formative assessment and Gap analysis teaching, a reliable and relevant package of testing materials is needed. This will also have the effect of giving the children regular experience of using test material which is the same format and pitch as the Statutory tests and will also account for recent changes to the curriculum.	Regular testing and gap analysis  During pupil progress meetings	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings
Improve outcomes in writing for pupils in KS2 - Yr5	One class of Y5 engage with the Young Journalist Academy	Purposeful meaningful writing opportunities with real journalists - role models and aspirational. Project from EEF.	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice  Frequent CPD and staff training  QA writing, interview pupils, project case study	Y5 Teacher HoS	
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school.	Higher ability booster groups targeted in Y6	This approach ensures that higher ability pupils are given the opportunity to develop mastery skills. The pupils after a pre teach session, go on to teach other groups of children in the lesson. Research shows that learning is reinforced and mastery developed if the children teach concepts to others.	discussions in pupil progress meetings and action planning meetings. Data analysis work scrutiny pupil voice	PALS SLT	Termly
Improve progress and attainment at the end of Key Stage 1 and 2.	Small group booster session delivered by Leaders within the school	The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.	Discussions during pupil progress meetings and intervention reviews	PALS SLT	Termly

Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths	TT Rock Stars	<p>Throughout school children have poor rapid recall of times tables facts and this is having an impact on their ability to solve calculations and apply this to reasoning problems.</p> <p>Times table rockstars delivers practise of tables facts in an engaging way that the children enjoy using independently and during whole class teaching.</p> <p>The children can access the programme at home which will improve home/school links and raise parental maths skills.</p>	Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	MSL	Termly
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**Total budgeted cost**    £52,054

**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?
Increase the % of families (pupils) eligible for the grant engaging with family groups	Webster Stratton parenting group Coffee mornings parent drop in sessions Games exchange Reading Cafe	As many of our parents themselves have not had a positive experience with school during their education, we need to encourage an open door approach which ensures parents are confident to engage with school in non threatening relaxed events. This allows us to discuss school issues and offer parenting advice in an informal way.	Increased attendance at family events questionnaires	Learning mentors SLT	July 2019
Improve the rate of attendance for those eligible for the grant	Breakfast Club – funded spaces	Many of our disadvantaged pupils come to school without having had any breakfast. Identified children are invited to breakfast club to ensure they are in school on time and have had a suitable breakfast ensuring they are ready for the day ahead. Research shows that children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.	Pupil Voice Attendance data	Attendance leader SLT	July 2019
Improve the rate of attendance for	Academy Attendance Officer	Attendance of disadvantaged pupils is below national average and the number	Improvement in attendance of disadvantaged pupils.	Inclusion and welfare officer.	July 2019

those eligible for the grant		of persistent absentees who are disadvantaged is significantly high in comparison to all others. Support from an academy attendance officer is aiding the inclusion and welfare manager to address this.	significant reduction in number of persistent absentees.	SLT	
Improve the rate of attendance for those eligible for the grant	Attendance Awards purchase of certificates and rewards eg pizzas, etc	As above attendance has been highlighted as an issue impacting disadvantaged children. To improve attendance we have implemented awards and competitions to encourage good attendance.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	termly
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Breakfast club for year 6 pupils	In order to ensure that the Year 6 children are in the correct mindset to undertake their Statutory tests, providing a nutritious breakfast not only helps the physical barriers to learning but emotional barriers are also accounted for as we conduct the breakfast club in a calm social atmosphere where they can relax with their peers.	Pupil voice Questionnaires data analysis	Y5/6 PALS	May 2019
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Aspirations Days Celebration Event decorations trophies certificates	Raising the profile of academic excellence is a priority and will foster aspirational thinking. We will hold an awards ceremony and celebration evening where high attaining pupils will be awarded trophies and certificates.	pupil voice parent questionnaires attendance at event	SLT	July 2019

<p>Improve eligible pupils motivation towards their learning in order to lead to higher aspirations</p>	<p>Termly Handwriting competitions and publishing books</p>	<p>Raising the profile of handwriting and presentation in school is a priority for us. We need to foster an ethos of pride in work to engender a culture of high standards. Our children respond well to the element of competition and are incentivised to produce high quality work.</p> <p>It was noted during moderation events that the writing learning journey needed to be more evident. Research shows that if children have a clear purpose for writing they will produce better quality writing. To help foster this feeling of pride and self belief we would like to introduce a book where children can showcase final pieces of work which have undergone the drafting and editing process and can be celebrated.</p>	<p>Work scrutiny Pupil voice moderation of writing Work on display</p>	<p>ESL</p>	<p>July 2019</p>
<p>Increase the enrichment activities available to eligible pupils</p>	<p>70 things to do before you leave Highlees publishing materials banner for school certificates</p>	<p>Based on the work and research done by the National Trust entitled '50 things to do before you're 11 ¾', we will generate a list of 70 things to do before you leave Eyrescroft. This list will be generated by the children and we hope to include many things that disadvantaged families often do not include in their time together as a family. For example flying a kite, going to the theatre and country walks.</p> <p>Our intention is that as pupils achieve one of the things on the list they receive an award and are encouraged to complete this activity at home with their families contributing photographic evidence for display.</p>	<p>Completion of the list pupil voice parent questionnaire photographic evidence</p>	<p>School council SLT</p>	<p>July 2019</p>
<p>Increase the enrichment activities available to targeted eligible pupils</p>	<p>New Ark Kindles Electronic Spellers in Y5/6</p>	<p>Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on attainment by</p>	<p>Pupil voice questionnaires Attendance improved</p>	<p>LM SLT</p>	

	subsiding places school visits and residentials xx	addressing physical and emotional barriers to learning. By attending NEW ARK centre, disadvantaged children have opportunities to learn how to care for animals and develop nurturing attitudes and responsibility. They also have opportunities for adventurous and physical play as well as sensory play and art and creative activities.			
Increase the enrichment activities available to eligible pupils	Taxis and travel, (PRU, federation events)  Home visit mileage	An amount has been reserved to ensure that disadvantaged children can attend events and facilities where necessary	invoices receipts attendance at events	School business manager	termly
Increase the enrichment activities available to eligible pupils	Forest school/outdoor learning Appointment of a forest school leader tools and materials range of after school clubs and target eligible pupils	Forest school and outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.	pupil voice session observations parent questionnaires attendance improved reduced behavioural incidents	Site manager SLT	termly
Increase the enrichment activities available to eligible pupils	Hydrotherapy sessions	Identified disadvantaged children requiring therapy to address physical and sensory barriers to learning benefit from weekly hydrotherapy sessions.	Attendance pupil voice	SENDCO	July 2019
Restorative Justice					
<b>Total budgeted cost</b>					<b>£94,914</b>

## **FOLLOWING THE REVIEW AT CHECKPOINT 2 - PROGRESS TOWARDS SUCCESS CRITERIA (JANUARY 2019)**

### **6. Additional detail**

The school reviews the impact of this strategy each term - CP2, CP4 and CP6 - Year 2, Year 6 and EYFS review progress of this group monthly.

Prior to the changes in assessment Pupils eligible for PPG had always performed better than their peers and were in line with National data.