

Highlees Pupil Premium Strategy Statement - 2019-2020

1. Summary information					
School	HIGHLEES PRIMARY SCHOOL				
Academic Year	2019-2020	Total PP budget	£212,180	Date of most recent PP Review	Nov' 2017
Total number of pupils	393	Number of pupils eligible for PP	141 (36%)	Date for next internal review of this strategy	January 2020

2. Current attainment (2019 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 2018 (national average)</i>
% achieving expected standard in reading, writing & maths	37%	xx%	70%
Reading progress score	-1.77	0.47	0.31
Writing progress score	-2.33	0.36	0.24
Maths progress score	-0.48	0.80	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)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
1	Pupils eligible for PP's attainment is below their peers this is linked to limited vocabulary, language and oracy and pupils' ability to see meaningful links between subjects. For pupils with English as an additional language this is further exasperated
2	Pupils ability to retain knowledge and new learning
3	Pupils access to a positive reading culture and easy access to quality books and reading environments
4	Attitudes and behaviour for eligible pupils impacts on their attitude to learning and access to learning
External barriers (issues which also require action outside school, such as low attendance rates)	
5	Highlees is situated in an area of high deprivation where there is particularly high incidences of social and emotional concerns within the community
6	Limited opportunities and experiences that contribute to 'cultural capital'
7	Eligible pupils attendance is lower than pupils who are not eligible for the funding (95.8% PP, 96.5% Non-PP). This is the same picture for persistent absentees (8.3% PP, 5.15% Non-PP).

4. Desired outcomes

	Desired outcomes & how they will be measured	Success criteria																								
A.	<p>Children read and are introduced to a wide range of stimulating and challenging texts e.g traditional and classics and are able to discuss which style/ author they prefer and why.</p> <p>Measured: Improve attainment in Reading for pupils eligible for pupil premium across the school and close the gap with their peers</p>	<ul style="list-style-type: none"> The percentage of eligible pupils achieving ARE in Reading at the end of the year will improve. <table border="1" data-bbox="1025 338 2123 837"> <thead> <tr> <th>READING</th> <th>2019</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>64%</td> <td></td> </tr> <tr> <td>Y1</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>Y2</td> <td>76%</td> <td>65%</td> </tr> <tr> <td>Y3</td> <td>41%</td> <td>75%</td> </tr> <tr> <td>Y4</td> <td>83%</td> <td>65%</td> </tr> <tr> <td>Y5</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Y6</td> <td>57%</td> <td>60%</td> </tr> </tbody> </table>	READING	2019	TARGET	R	64%		Y1	57%	71%	Y2	76%	65%	Y3	41%	75%	Y4	83%	65%	Y5	60%	80%	Y6	57%	60%
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	<p>Children are provided with a range of meaningful writing opportunities with links to different subjects in the curriculum. Providing children with the opportunity to use key subject specific vocabulary.</p> <p>Measured: Improve attainment in Writing for pupils eligible for pupil premium across the school and close the gap with their peers. Strong progress in books is evident.</p>	<ul style="list-style-type: none"> The percentage of eligible pupils achieving ARE in Writing at the end of the year will improve. <table border="1" data-bbox="1025 970 2123 1465"> <thead> <tr> <th>WRITING</th> <th>2019</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>64%</td> <td></td> </tr> <tr> <td>Y1</td> <td>43%</td> <td>71%</td> </tr> <tr> <td>Y2</td> <td>71%</td> <td>65%</td> </tr> <tr> <td>Y3</td> <td>53%</td> <td>75%</td> </tr> <tr> <td>Y4</td> <td>71%</td> <td>65%</td> </tr> <tr> <td>Y5</td> <td>40%</td> <td>80%</td> </tr> <tr> <td>Y6</td> <td>57%</td> <td>60%</td> </tr> </tbody> </table>	WRITING	2019	TARGET	R	64%		Y1	43%	71%	Y2	71%	65%	Y3	53%	75%	Y4	71%	65%	Y5	40%	80%	Y6	57%	60%
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	<p>Improve attainment in Maths for pupils eligible for pupil premium across the school and close the gap with their peers</p> <p>Measured: Improve attainment in Maths for children eligible for Pupil Premium. Data for Monthly arithmetic and CP's will show attainment gap closing and progress improve from -3.9 Evidence in books will show pitch and progression to move attainment on.</p>	<ul style="list-style-type: none"> The percentage of eligible pupils achieving ARE in Maths at the end of the year will improve. <table border="1" data-bbox="1025 220 2123 719"> <thead> <tr> <th>MATHS</th> <th>2019</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>64%</td> <td></td> </tr> <tr> <td>Y1</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>Y2</td> <td>76%</td> <td>65%</td> </tr> <tr> <td>Y3</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>Y4</td> <td>79%</td> <td>76%</td> </tr> <tr> <td>Y5</td> <td>52%</td> <td>88%</td> </tr> <tr> <td>Y6</td> <td>53%</td> <td>60%</td> </tr> </tbody> </table>	MATHS	2019	TARGET	R	64%		Y1	57%	71%	Y2	76%	65%	Y3	59%	75%	Y4	79%	76%	Y5	52%	88%	Y6	53%	60%
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<p>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 786 2123 1098"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>NON PP Attendance</td> <td>96.5%</td> <td>97%</td> </tr> <tr> <td>PP Attendance</td> <td>95.8%</td> <td>96%</td> </tr> <tr> <td>NON PP PA</td> <td>5.15%</td> <td>4%</td> </tr> <tr> <td>PP PA</td> <td>8.33%</td> <td>6%</td> </tr> </tbody> </table>		2018-2019	2019-2020	NON PP Attendance	96.5%	97%	PP Attendance	95.8%	96%	NON PP PA	5.15%	4%	PP PA	8.33%	6%									
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<p>C.</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>	<p>Year 1 - non PP: 83% PP: 75% Year 2 - non PP 90% PP 75%</p>																								
<p>D.</p>	<p>Increase the enrichment activities available to eligible pupils through the '70 things to do before you leave Highlees'</p>	<ul style="list-style-type: none"> All eligible pupils to access '70 things to do before you leave Highlees'. Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips. Eligible pupils attendance to be in line with the school target of 97%. Maintain the reducing gap between eligible pupils persistent absenteeism and national comparable data. 																								

		<ul style="list-style-type: none"> ● Pupil and parent questionnaire shows increased satisfaction with the school.
E.	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> ● On the school's list of opportunities increase the number accessed by eligible pupils/families. ● Reduce the percentage of Persistently Absent pupils who are eligible for the grant so that it matches other groups. ● Progress of targeted pupils (families) is at least in line with the expected rate.
G.	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> ● The number of recorded incidents of poor behaviour of eligible pupils reduces. ● Horsforth quadrant indicates increased effort and attitude ● Statistics from pupil voice questionnaires demonstrates improved motivational attitudes of eligible pupils. ● The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves in 2019 to be broadly in line with all others. ● Eligible pupils attendance to be in line with the school target of 97%.

5. Planned expenditure					
Academic year		2019-2020			
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.	Book Talk Develop early reading strategy QFT - Writing; structure of writing Tier 2 vocabulary	Consistency across the school, develop core reading skills that can be applied across the curriculum Phonics into reading approach through ROOTS SFA Consistency of approach throughout the school and linked to topics. Evidence based programme of learning developed based assessment. introducing children to a broad range of subject specific words and sophisticated language for children to use in dialogue and English.	Rigorous evaluation schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice Hearing 1:1 readers Frequent CPD and staff training on QA written answers with SfA books, interview pupils.	ESL	Half termly TATA Process
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 QFT - Simplifying the structure of Maths lessons to I do, we do and you do TT rockstar???	need to add the research to back up these approaches - QFT is tried and tested to improve outcomes	Rigorous evaluation 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	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.	Rigorous evaluation schedule, including lesson observations,	SLs SLT	Termly Dec'19, March 2020 and July 2020

pupils eligible for pupil premium across the school in Foundation subjects.	Curriculum Maestro	It provides opportunities for subjects to be delivered with high levels of engagement and improve learning behaviours. High quality engaging learning environments are often a result of stimulating topics.	data analysis, work scrutiny and pupil voice		
Improve accuracy of assessments.	Delivery of PiXL assessment materials. Monthly arithmetic tests - assessment cycle	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. PiXL materials are a valuable resource which helps to tailor learning for children who have specific gaps. The therapy sessions which support the smaller interventions help clarify the learning.	Frequent moderation within school and across the federation CPD and staff training Supported planning Creation of exemplification materials and portfolios	SLs PALS SLT	Termly Dec'19, March 2020 and July 2020
Improve standards and expectations of handwriting and presentation.	Termly handwriting competition Focused handwriting sessions	Building on improvements from 2018-2019 and improving chances of more children achieving the expected standard in writing. Low level of children coming through the school are not using cursive joins.	Rigorous evaluation schedule, including lesson observations, data analysis, work scrutiny and pupil voice.	ESL	Termly
Develop pupils ability to retain knowledge and 'sticky learning'	CPD for teachers - semantic memory (long term) Session for parents about long term memory games Develop bank of daily activities to be included in daily provision	There is lots of research into the importance of memory skills; Does the best learning result from memorable experiences? - episodic memory vs semantic memory	performance in statutory assessments Pupil recall of key information linked to topics and sophisticated learning.	PP Leaders Subject leaders	

<p>Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Reading.</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>Book Talk</p> <p>CPD for teachers on how to effectively diagnose why individual ch are struggling to make progress in reading and strategies to overcome them.</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>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</p> <p>Book Talk has been said to promote the pleasure principles of reading through the opportunity to talk through active approaches to reading.</p> <p>EEF research identified clear diagnostic cpd as a way to identify issues accurately and quickly. Enabling teachers to quickly change approaches and teaching.</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	Termly
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Total budgeted cost	£10,300
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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?
<p>Improve attainment at the end of Key Stage 2</p>	<p>PiXL materials and resources</p> <p>Appointment of PiXL teacher</p>	<p>2018 outcomes at Highlees and other schools in the locality have demonstrated the success of targeted use of PiXL. Current low attainment in Year 6, external barriers and poor test technique have been the rationale for</p>	<p>Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.</p> <p>Regular testing and gap analysis</p>	Year 6 team SLT	<p>Monthly meetings and reviewing data and books</p>

	<p>Introduce 3 way timetable for SATs week</p> <p>Introduce use of enlarged materials with pupils and testing in classrooms</p>	<p>continuing this scheme in Year 6 this year.</p> <p>Working with schools within TEFAT where rapid improvement in outcomes was evident developing the pedagogies around statutory testing have identified key practices to support pupils achieve the very best possible outcome</p>	<p>Trial during mocks throughout the year and review</p>	<p>SLT</p>	
<p>Improve attainment at the end of Key Stage 2 in reading, writing and Maths</p>	<p>Purchase Test Base Resource</p>	<p>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.</p>	<p>Regular testing and gap analysis</p> <p>During strategy planning meetings</p>	<p>Year 6 team SLT</p> <p>SLT</p>	<p>Monthly meetings and reviewing data and books</p>
<p>Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school.</p>	<p>Higher ability booster groups targeted in Y6</p>	<p>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.</p>	<p>discussions in pupil progress meetings and action planning meetings.</p> <p>Data analysis work scrutiny pupil voice</p>	<p>PALS SLT</p>	<p>Termly</p>
<p>Improve progress and attainment at the end of Key Stage 1 and 2.</p>	<p>Small group targeted session</p>	<p>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.</p>	<p>Discussions during pupil progress meetings and intervention reviews</p>	<p>PALS SLT</p>	<p>Termly</p>
<p>Improve the rate of progress and attainment levels for</p>	<p>TT Rock Stars</p>	<p>Throughout school children have poor rapid recall of times tables facts and this is having an impact on their</p>	<p>Times tables tracking and monitoring.</p>	<p>MSL</p>	<p>Termly</p>

pupils eligible for pupil premium across the school in Maths		<p>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>	<p>Discussions in pupil progress meetings</p> <p>data analysis and question level analysis</p>		
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Total budgeted cost	£53,000
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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	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 2020
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 2020

Improve the rate of attendance for those eligible for the grant	Academy Attendance Officer	Attendance of disadvantaged pupils is below national average and the number 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.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	July 2020
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	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 2020
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Termly Handwriting competitions and publishing books	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. 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	Work scrutiny Pupil voice moderation of writing Work on display	ESL	July 2020

		editing process and can be celebrated.			
Increase the enrichment activities available to eligible pupils	70 things to do before you leave Highlees publishing materials banner for school certificates	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. 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.	Completion of the list pupil voice parent questionnaire photographic evidence	School council SLT	July 2020
Increase the enrichment activities available to targeted eligible pupils	New Ark Kindles Electronic Spellers in Y5/6 subsiding places school visits and residential	Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on attainment by 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.	Pupil voice questionnaires Attendance improved	LM SLT	
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	Forest school and outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication	pupil voice session observations parent questionnaires attendance improved reduced behavioural incidents	Site manager SLT	termly

	range of after school clubs and target eligible pupils	self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.			
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	Termly
Restorative Justice	CPD for teachers	Restorative practice has been found to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both a primary and secondary setting where implemented as a whole school approach.	Incidences of behaviour reduce at playtimes and lunchtimes Pupil voice	LBP - KH	Termly
Total budgeted cost					£98,278

FOLLOWING THE REVIEW AT CHECKPOINT 2 - PROGRESS TOWARDS SUCCESS CRITERIA (JANUARY 2020)

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.