

## Pupil Premium Data and impact 2016-2017

Data 2016 – 2017 – Highfield				
<b>EYFS</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2015-2016)</i>	<i>Pupils eligible for PP (national average 2015-2016)</i>
% reaching the expected in Reading	<b>40%</b>	<b>46%</b>	80%	62%
% reaching the expected in Writing	<b>40%</b>	<b>53%</b>	70%	56%
% reaching the expected in Number	<b>45%</b>	<b>46%</b>	76%	64%
% reaching in expected GLD	<b>40%</b>	<b>42%</b>	69%	52%
<b>KS1</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2016-2017)</i>	<i>Pupils eligible for PP (national average 2016-2017)</i>
% reaching the expected in Reading	<b>48%</b>	<b>48%</b>	78%	61%
% reaching the expected in Writing	<b>36%</b>	<b>34%</b>	71%	52%
% reaching the expected in Maths	<b>56%</b>	<b>45%</b>	78%	60%
<b>KS2</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2016-2017)</i>	<i>Pupils eligible for PP (national average 2016-2017)</i>
% reaching the expected in SPAG	<b>78%</b>	<b>71%</b>	75%	57%
% reaching the expected in Reading	<b>56%</b>	<b>58%</b>	69%	49%
% reaching the expected in Writing	<b>59%</b>	<b>56%</b>	77%	59%
% reaching the expected in Maths	<b>68%</b>	<b>65%</b>	73%	54%

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% reaching in expected standard or above in Reading, Writing and Maths	48%	49%	57%	35%
% achieving a high level of attainment in Reading, Writing and Maths	2%	3%	6%	2%
Average progress in Reading, Writing and Maths.	Reading Writing Maths	Reading -3.6 Writing -3.6 Maths -2.3	Reading 0.2 Writing 0.1 Maths 0.1	Reading -0.9 Writing -0.5 Maths -0.7
Average scaled score in Reading and Maths	Reading - 99 Maths – 100.5 GPS – 105.3	Reading – 98.4 Maths- 100.3 GPS – 103.7	Reading – 104 Maths- 104 GPS – 106	(Last year 2015-2016) Reading – 103.8 Maths- 104 GPS – 105

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Ensure that data at the end of EYFS and KS1 for PP premium children is accurate so that progress measures are a true reflection for each child	CPD on assessment, linked to national material where possible. CPD sessions for YG on moderation Moderation with other PACT schools/MATs.	Progress for all pupils was better than the previous academic year with the significant majority of pupils making good or better progress in Writing and Numeracy in KS1. In Year 1, pupils outperformed Non-PP children. Moderation demonstrated that assessment judgements are now accurate for all learners.
Improve oral language skills for PP children across school	CPD to whole school staff on effective talk in the classroom. Environment develop in R and Y1 to improve communication and language	EYFS had an increase of 10% of children achieving GLD at the end of Reception. Speaking increased from 60% to 72%. Environment developed to support children's communication skills in Y1.
CPD in place to support the delivery of the 2014 curriculum (ongoing from Jan 2016)	On-going CPD for the effective delivery of the 2014 curriculum to ensure that the appropriate content is taught	CPD has had a significant impact on pupil progress and attainment. The curriculum is now embedded and there have been improvements in attainment outcomes in all year groups. Y6 +38% combined at end of KS2.

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ii. Targeted support		
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Ensure that data at the end of EYFS and KS1 for PP premium children is accurate so that progress measures are a true reflection for each child	Interventions in place for children in R, Y1 and Y2 to develop early language skills.	Moderation ensured that all assessment data was accurate – verified internally and externally. Fluid interventions were responsive to the needs of learners. EYFs interventions focused on spoken language and impact was clear with a 12% improvement in EYFS for speaking.
<p>CPD in place to support the delivery of the 2014 curriculum (ongoing from Jan 2016)</p> <p>Improve oral language skills for PP children across school</p>	3 x weekly interventions with specialist maths teacher in addition to high quality first teaching.	<p><b>Attainment</b></p> <p>Y1 PP chn attaining higher</p> <p>Y2 PP chn higher in R and N</p> <p>Y3 PP chn broadly inline</p> <p>Y5 PP chn broadly inline</p> <p>Y6 PP chn attained higher</p> <p>CPD was carried out on using talk in the classroom. Expectation for pupil talk to feature heavily in lessons</p>

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<p>Improve the behaviour for groups of PP learners across school where it currently impacts negatively on their learning</p>	<p>Learning Mentors to work with specific children on identifying and removing barriers to learning. Parent consultations to take place. Mentoring sessions to take place to improve learning behaviour and personal behaviour.</p>	<p>Success criteria was met. Internal and external validation of improvements in behaviour and effectiveness of learning mentors.</p> <p>Reduction in behaviour incidents as evidenced by school monitoring systems.</p>
<p><b>iii. Other approaches</b></p>		
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>
<p>Improve the attendance of PP children across school</p>	<p>Pastoral manager to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes introduced.</p>	<p>Home visits introduced for all and utilised for those children where attendance remained a concern. First day response happened for all children.</p> <p>Avg increase of 3% in PP children's attendance.</p>

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