

Pupil Premium Strategy

1. Summary information								
School	Highfield Junior and Infant School							
Academic Year	2017-18	Total PP budget			Date of most recent PP Review			
PP Distribution for whole school	Nur	Rec 1	Y1	Y2	Y3	Y4	Y5	Y6
	N/A		21	30	25	43	41	42
Total number of pupils	834	Number of pupils eligible for PP		Date for next internal review of this strategy				July 2017

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2. Current attainment			
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in Reading	40%	46%	80%
% reaching the expected in Writing	40%	53%	70%
% reaching the expected in Number	45%	46%	76%
% reaching in expected GLD	40%	42%	69%
KS1	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in Reading	48%	48%	78%
% reaching the expected in Writing	36%	34%	70%
% reaching the expected in Maths	56%	45%	77%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in SPAG	78%	71%	78%
% reaching the expected in Reading	56%	58%	71%
% reaching the expected in Writing	59%	56%	79%
% reaching the expected in Maths	68%	65%	75%

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% reaching in expected standard or above in Reading, Writing and Maths	48%	49%	
% achieving a high level of attainment in Reading, Writing and Maths	2%	3%	
Average progress in Reading, Writing and Maths.	Reading Writing Maths	Reading -3.6 Writing -3.6 Maths -2.3	Reading Writing Maths
Average scaled score in Reading and Maths	Reading - 99 Maths – 100.5 GPS – 105.3	Reading – 98.4 Maths- 100.3 GPS – 103.7	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Oral language skills in Reception are lower for pupils eligible for Pupil Premium which slows down the progress across all core areas
B.	Learning behaviour for groups of PP learners across school impacts negatively on their progress and attainment
C.	History of under-achievement has left many children significantly behind ARE

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D.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Significant number of children are regularly late to school	
F.	Attendance rates for PP children last academic year was ___% which is below the national average and for Birmingham	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Intervene earlier to ensure that oral language skills develop rapidly for those chn in EYFS/Y1	Increase in percentage of PP chn achieving Speaking goal and GLD. Y1 chn's oral skills improve as demonstrated through language in written work.
B.	Greater engagement, involvement and ownership of learning taken by PP children whose learning behaviour requires improvement.	Reduction in yellow cards (low-level behaviour) Greater progress than in previous year
C.	Increase in the number of PP chn in each YG reaching ARE at the end of 2017-18	Year on year improvement in % of PP chn achieving ARE Interventions accelerate rates of pupil progress.
D.	Parental engagement to continue to increase	Increase in number of parents attending parent workshops Increase in number of children attending parents' evening Increase in attainment of PP children

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E.	Decrease the number of lates for PP children	Improvement in punctuality of PP children, in line with non PP chn
F.	Improve the attendance of PP children across school	Attendance for PP children is 96% or above

5. Planned expenditure					
Academic year	2017-18				
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 (CPD, training and support packages)					
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?
Intervene earlier to ensure that oral language skills develop rapidly for those chn in EYFS/Y1	CPD on early language acquisition. EYFS environment specialist to focus on language provocations.	EYFS philosophy and extended EYFS approach focuses heavily on the acquisition and application of language.	AHT for Inclusion to train new EYFS/Y1 staff. YGL to support staff in developing opportunities to improve language and communication across the unit. Monitored by YGL and SLT	RH	On-going through learning walks and e-journal/book monitoring.

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Increase in the number of PP chn in each YG reaching ARE at the end of 2017-18	CPD on core subjects across the Autumn term. In-class support Pupil progress meetings	CPD on R, W and N ensuring that children are learning in depth and regularly applying new learning. This will improve the % of PP chn achieving ARE. SLT to support in class with the implementation of these changes. Progress meetings ensure that progress and attainment are tracked regularly so that actions can be taken where concerns arise.	CPD is being delivered by subject specialists with follow up sessions later in the term. In school subject leads to develop this further. Regular data analysis will identify strengths or areas for further support. DHT/HOS leading.	AK/SD	6 weekly progress meetings for Y2 and Y6; 9 weekly elsewhere Weekly learning walks and book monitoring.
Greater engagement, involvement and ownership of learning taken by PP children whose learning behaviour requires improvement.	Whole-school focus on raising expectations for learning behaviour. CPD on the characteristics of effective learning	High importance of education is not fully shared by all stakeholders. Across school, pockets of poor learning behaviour impacts negatively on progress and attainment.	Weekly focus for learning walks looking at different characteristics of learning behaviour. Regular feedback that is actioned. Monitoring of low-level yellow cards.	SLT	On-going monitoring
Total budgeted cost					
ii. Targeted support (small groups and individual 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?

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Intervene earlier to ensure that oral language skills develop rapidly for those chn in EYFS/Y1	Interventions in place for children in R, Y1 and Y2 to develop early language skills.	Specific targeted support for those children who will not close the gap without additionality.	AHT for Inclusion to train new staff on specific interventions for PP children. Speech and language interventions for PP children in place and monitored by AHT/DHT for Inclusion. Paula, O.Brookes	HoS	4 – 6 week review period for interventions
Increase in the number of PP chn in each YG reaching ARE at the end of 2017-18	2 x weekly additional sessions in addition to high quality first teaching.	Extra support for those PP children who are close to national or who require further support to ensure they are keeping up.	AHT for phase/DHT will review the impact of the interventions. Parents engaged and understand purpose of additional support for their children. AHT's Targeted group for those PP children across school for 6 weeks focusing on language and writing skills. AHT's	AK/SD	6 weekly review periods
Greater engagement, involvement and ownership of learning taken by PP children whose learning behaviour requires improvement.	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.	Positive relationships with adults who are able to support children in removing barriers to learning allows children to improve behaviour which impacts positively on pupil progress and attainment.	Personal mentoring plans written for each child. Learning mentors/class teachers to hold parent meetings to review progress. Sleuth tracker to demonstrate a reduction in behaviour incidents involving these children. Lesley Evans, Mudassar Farooq, Tina Tanner, Halima Ahmed, Farhan Azad and Harjinder Bahri	Pastoral Manager/MAT lead	Weekly reviews
Parental engagement to continue to increase	Specific workshops and sessions aimed at bringing in those parents who are harder to reach	By bringing in specific groups of parents, we can support them in supporting their children's learning at home.	Ample time provided to parents prior to in-school events being held. Registers kept from all workshops and parent meetings. Follow up work for those parents not attending. Lesley Evans, Mudassar Farooq, Tina Tanner, Halima Ahmed, Farhan Azad and Harjinder Bahri	AHT's	Half-termly

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Total budgeted cost

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?
Decrease the number of lates for PP children	Pastoral manager to focus on those PP children where punctuality is a specific concern. Incentives offered and given. Regular contact with parents.	Impact of poor punctuality is recognised to have a negative impact on pupil progress and attainment.	HoS/DHT to have fortnightly meetings with Pastoral Manager focusing on punctuality of these children. Attendance reports to demonstrate sustained improvement in punctuality of PP children. Lesley Evans, Sharon Mitchell	Pastoral Manager	Daily monitoring of lates Fortnightly reviews and parent meetings
Improve the attendance of PP children across school	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.	Impact of poor attendance is recognised to have a negative impact on pupil progress and attainment.	HoS/DHT to have fortnightly meetings with Pastoral Manager focusing on attendance of these children. Attendance reports to demonstrate sustained improvement in attendance of PP children. Lesley Evans, Sharon Mitchell	Pastoral Manager	Daily monitoring of attendance Half termly reviews and parent meetings
Total budgeted cost					

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6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	Further support required for PP children in Reading as attainment for PP children in this area was not inline with Non-PP children.	
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.	The approach will continue. Greater collaboration between R and Y1 to look at provocations, independent learning that will further provide and promote opportunities for the improvement of oral language skills.	

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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.	The approach needs to continue. Monitoring needs to ensure that rapid actions are taken to support children in keeping up rather than catching up.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	The approach needs to continue. Language interventions in EYFS to be introduced earlier. Interventions for children in Y1 to continue.	
CPD in place to support the delivery of the 2014 curriculum (ongoing from Jan 2016) Improve oral language skills for PP children across school	3 x weekly interventions with specialist maths teacher in addition to high quality first teaching.	Attainment Y1 PP chn attaining higher Y2 PP chn higher in R and N Y3 PP chn broadly inline Y5 PP chn broadly inline Y6 PP chn attained higher CPD was carried out on using talk in the classroom. Expectation for pupil talk to feature heavily in lessons	The approach needs to continue. Focus on Y5 PP chn across academic year 2017-18	

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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>Continue with the approach.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</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>	<p>Continue the approach</p> <p>Wider information sharing of PP children's attendance.</p>	

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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

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