

## Pupil Premium Strategy

1. Summary information								
School	Highfield Primary School							
Academic Year	2020-21					Date of most recent PP Review		July 2020
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		TBC		13	24	34	43	33
Date for next internal review of this strategy							July 2021	

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2. Current attainment			
KS2 – Teacher assessment	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2018/2019)</i>
% reaching the expected in GPAS	75%	76%	%
% reaching the expected in Reading	66%	65%	80%
% reaching the expected in Writing	68%	63%	83%
% reaching the expected in Maths	77%	71%	81%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP(national average 2018/2019)</i>
% reaching in expected standard or above in Reading, Writing and Maths	64%	57%	70%
% achieving a high level of attainment in Reading, Writing and Maths	4%	3.5%	12%

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<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Oral language skills in Reception are lower than national (which impacts on achievements and progress in all prime areas)
<b>B.</b>	Due to school closure, children have missed a lot of teacher content which has resulted in a gap in knowledge.
<b>C.</b>	PP chn numbers do not reflect a true representation of the school cohort.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Significant number of PP children are regularly late to school.
<b>F.</b>	Attendance rates for PP children are improving (now in line with national in 2019) However, we would like this to increase further to 96%
<b>G.</b>	Challenging home circumstances for a significant number of PP chn
<b>H.</b>	The Covid pandemic is having a significant impact on children in school.
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	
	<b>Success criteria</b>

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<p><b>A.</b></p>	<p>Ensure that oral language skills develop rapidly for those children in EYFS/Y1.</p> <ul style="list-style-type: none"> <li>- Focused monitoring and assessment of Communication, Language and Literacy strands of the EYFS curriculum from entry baseline. An increase based on 2018-2019 data.</li> <li>- Continue to implement speaking and listening continuums. An increase in Pupil Premium children achieving the Good Level of Development (GLD) on exit from Reception.</li> <li>- Implement speaking and listening continuums for Y1 PP children from entry.</li> </ul>	<ul style="list-style-type: none"> <li>• 35% increase from baseline in percentage of PP children achieving 'speaking' ELG</li> <li>• 5-10% increase from baseline in percentage of PP children achieving GLD on exit from Reception</li> <li>• All PP children will make progress on the speaking and listening continuums.</li> </ul>
<p><b>B.</b></p>	<p>Ensure the knowledge gap missed due to school closure is beginning to close during the academic year. (Does not impact on ARE targets)</p> <ul style="list-style-type: none"> <li>- Careful planning to ensure knowledge gaps are planned for.</li> <li>- Opportunities for retrieval practice to embed knowledge.</li> <li>- Specific catch up interventions planned for, reviewed and monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• ARE Targets achieved</li> <li>• All PP children knowledge gap missed will close.</li> </ul>
<p><b>C.</b></p>	<p>Ensure accurate pupil premium data and raise awareness of pupil premium eligibility.</p> <ul style="list-style-type: none"> <li>- Workshops to promote pupil premium</li> <li>- Increase parent knowledge</li> <li>- Parent eligibility checked carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium data will be accurate</li> <li>• Parents knowledge and understanding will increase</li> </ul>

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D.	<p>Decrease the number of lates for PP children and to close the gap between lates for PP and lates for non-PP children.</p> <ul style="list-style-type: none"> <li>- Pastoral leaders will give a list of PP children whose punctuality is a specific concern to class teachers and SLT.</li> <li>- All parents will be spoken to.</li> <li>- Specific incentives will be put in place to improve lates (class and individual).</li> <li>- Parents will be invited to workshops and coffee morning.</li> <li>- Increase parents knowledge of the impact of being late.</li> </ul>	<ul style="list-style-type: none"> <li>• PP children who are repeatedly late to school will be identified.</li> <li>• PP lates to decrease by 30% - 35%</li> </ul>
E.	<p>Attendance of PP children will improve further (Target = 96%)</p> <ul style="list-style-type: none"> <li>- Pastoral leaders will give a list of PP children whose attendance is a specific concern to class teachers and SLT.</li> <li>- All parents will be spoken to.</li> <li>- Specific incentives will be put in place to improve attendance (class and individual).</li> <li>- Parents will be invited to workshops and coffee morning.</li> <li>- Increase parents knowledge of the impact of missing school.</li> <li>- Have a specific action plan for persistent absence children</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for PP children continues to rise.</li> <li>• Attendance target = 96% +</li> </ul>
F.	<p>Parental engagement with curriculum content and child's progress/attainment to increase.</p> <ul style="list-style-type: none"> <li>- Attendance to parent workshops monitored, encouraged and analysed.</li> <li>- Attendance to parent's evening monitored, encouraged and analysed.</li> <li>- Specific parent learning planned to support parents with homework for the core subjects e.g. calculation strategies, phonics.</li> <li>- Teachers review workshops and parents evenings with follow up actions included.</li> <li>- Encourage parents to use the library.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents accessing workshops, parents evenings (% increase)</li> <li>• Positive survey responses from parents</li> <li>• Increase in homework being completed by PP children.</li> </ul>

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<b>H</b>	<p>Support children with the difficulties they are facing during the COVID pandemic</p> <ul style="list-style-type: none"> <li>- Children take part in well being lessons in school</li> <li>- mentoring supports any anxieties</li> <li>- Remote learning set up to support children who are self isolating</li> <li>- Well being calls made home to children / bubbles who are self isolating</li> <li>- Supporting families to access online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have decreased anxiety around COVID.</li> <li>• Increase in the number of PP accessing remote learning through paper packs and online learning.</li> </ul>
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<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-21</b>				
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					
<b>i. Quality of teaching for all (CPD, training and support packages)</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>

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<p>Ensure that oral language skills develop rapidly for those children in EYFS/Y1.</p>	<p>High focus on Communication, Language and Literacy provocations across the unit and outdoors.. Practitioner modelling of communication skills. Embed and maintain whole-school teaching of vocabulary Dedicated speaking and listening (talk time daily) Dedicated time to explain vocabulary meaning.</p>	<p>EYFS Philosophy and extended EYFS approach focuses heavily on the acquisition and application of language.  Focus on functional vocabulary.</p>	<p>AHT for EYFS/Y1 to monitor progress in the CLL curriculum strand. YGL to model practice daily with regards to conversations between staff and children, high quality questioning to extend learning (in line with EYFS eJournal expectations) <b>Estera/ Inclusion support workers, mentors</b> Monitoring cycle – <b>AHT and YGL</b></p>	<p>AHT for EYFS and year one</p>	<p>On going: Weekly via monitoring cycle e.g learning walks. Half termly via eJournal monitoring and feedback. Termly via data/assessment cycle.</p>
<p>Ensure the knowledge gap which was missed due to school closure is beginning to close during the academic year. (Does not impact on ARE targets)</p>	<p>Careful planning to ensure knowledge gaps are planned for. Opportunities for retrieval practice to embed knowledge throughout the lesson and curriculum Specific catch up interventions planned for, reviewed and monitored</p>	<p>School has been closed since March 23<sup>rd</sup> 2020 due to Covid. Significant number of knowledge and content missed. Number of pupils and bubbles are self isolating.</p>	<p>AHT/YGL to monitor planning each week. Inclass support. PLD on closing the gap, retrieval and effective planning. <b>AHT and YGL.</b></p>	<p>SLT</p>	<p>6 weekly progress meetings for Y2 and Y6; Termly elsewhere Weekly learning walks and book monitoring.</p>

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PP chn numbers do not reflect a true representation of the school cohort.	Specific parent meetings on what PP is – due to COVID this may need to be through videos, leaflets and the school website. Monitor parent lists. Ensure parents give the correct information. Leaflets to improve PP knowledge.	Number of pupil premium children are falling in KS1 and reception.  Significant number of children are vulnerable and need additional support.	SD and AK to monitor updated pupils numbers.	SLT	Termly
<b>ii. Targeted support (small groups and individual support)</b>					
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?
Ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Reception: Speaking and listening interventions (baseline assessments)/ Targeted Welcomm interventions for PP children Y1/2: Continued interventions to develop early language skills. Y1 – Core subjects attainment (based on ELG exit) Children streamed into colour groups for R/W/M. Interventions from Sep.	Specific targeted intervention required to close the gap which will otherwise not close. Practitioners have been trained in previous academic year on language acquisition and using this intervention – progress seen – continue. Quality first teaching approach (Y1) proven to raise attainment in core	Lead practitioner for Inclusion to monitor interventions – evaluate impact and action plan accordingly. <b>Estera/ Inclusion support workers</b> AHT for R/Y1/Y2 to monitor additional communication and language interventions. <b>AHTs</b> Assessment cycle outcomes. <b>YGL/AHTs</b>	SLT TD	4-6 week review period for all interventions. Termly via assessment cycle.



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<p>Ensure the knowledge gap which was missed due to school closure is beginning to close during the academic year. (Does not impact on ARE targets)</p>	<p><u>All Year Groups:</u> Additional interventions for core subjects for PP children (Reading, Writing, Maths) to close the gap.  Close monitoring by class teachers/YGL/SLT of PP children and their progress.</p>	<p>Additional support needed to ensure these children progress in line with non-PP children (see external barriers) Gap created due to COVID pandemic.</p>	<p>AHT for phase/DHT will review the impact of interventions. <b>AHTs</b> Parents engaged with and understand purpose of additional support for their children. <b>Class teachers</b> Subject lead data reports/ pupil progress meetings. <b>AHTs</b></p>	<p>SLT</p>	<p>4-6 week review period for all interventions. Termly via assessment cycle.</p>
<p>Parental engagement with curriculum content and child's progress/attainment to increase.</p>	<p>Specific workshops and sessions aimed at engaging PP parents who are harder to reach. This may be done remotely, through leaflets and information packs. Send out invitations and invite them to attend. Invite them to use the library.</p>	<p>Engaging specific parents in school and our curriculum will enable them to understand how specific subjects are now taught in school. This in turn, will help them to support their child at home with reading and homework, thus impacting on attainment and progress.</p>	<p>AHTs/YGLs to monitor attendance to workshops and parents evenings. Increase the opportunities for sharing of work and celebrating outcomes across the curriculum. Ensure eligibility information is accurate. Encourage the use of the library. Registers kept from all workshops and parent meetings. Drop-ins by SLT to workshops to increase parental engagement. <b>AHTs</b> Targeted invitations to PP parents encouraging workshop attendance. <b>Pastoral Manager/ Learning Mentors / Florin / Estera</b></p>	<p>SLT</p>	<p>1.1 / 1.2/ 2.1/ 2.2/ 3.1</p>

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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?
Decrease the number of lates for PP children and to close the gap between lates for PP and lates for non-PP children.	<p>Pastoral managers will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to.</p> <p>Specific incentives will be put in place to improve lates.</p> <p>Parents will be invited to workshops and coffee morning.</p> <p>Incentives for punctuality.</p> <p>Improve parent knowledge of the impact of poor punctuality- Twitter and Parent boards.</p>	<p>Although attendance to school has increased, PP children are still late more regularly than non-PP children.</p> <p>Aim to decrease lates for PP children by a further 20-25% during academic year 2019- 20</p>	<p>HoS/DHT to have fortnightly meetings with Pastoral Manager focusing on punctuality of these children.</p> <p>Attendance reports to demonstrate sustained improvement in punctuality of PP children. <b>Pastoral mangers, Tina Tanner, Florin</b></p>	<p>Pastoral Manager</p> <p>AHTs</p>	<p>Fortnightly meetings with pastoral manager.</p> <p>Daily monitoring of lates.</p> <p>Half-termly reviews and parent meetings.</p>

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<p>Support children with the difficulties they are facing during the COVID pandemic</p>	<p>Support children with the difficulties they are facing during the COVID pandemic</p> <ul style="list-style-type: none"> <li>- Children take part in well being lessons in school</li> <li>- mentoring supports any anxieties</li> <li>- Remote learning plan set and shared with parents</li> <li>- Remote learning set up to support children who are self isolating</li> <li>- Well being calls made home to children / bubbles who are self isolating</li> <li>- Supporting families to access online learning</li> </ul>	<p>Children were not in school between March 2020 –July 2020. Year bubbles/ children are self – isolating. Children have experienced loss and anxiety during this time.</p>	<p>AK/SD will lead on remote learning and ensure appropriate steps are put in to place. Regular, review and monitoring.</p>	<p>AK/SD</p>	<p>Daily.</p>
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6. Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all and 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)
Ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Early Years CPD on early language acquisition. High focus on Communication, Language and Literacy provocations across the unit and throughout Autumn term/onwards as needed.	Whole school focus on dialogue has improved subject knowledge of teaching staff. Wellcom was used successfully in year one and EYFS. Inclusion interventions – 10/11 children made significant progress in WELLCOMM intervention from Sept to Feb.	Continue with the approach Specific PP wellcom interventions start earlier Track language progress of PP chn's language development Planned, focused talk time PP groups to continue to be embedded in EYFS

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<p>Increase in the number of children in each year group reaching ARE at the end of 2019-2020. (Specific targets for each year group)</p>	<p>Specific PLD focus on raising attainment in Writing (whole-school focus) In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year) Pupil progress meetings. Interventions –</p>	<p>2018 – 2019 - ARE for PP children.  Y6- R54% W 61% M 57%</p>	<p>2019-2020 ARE for PP children  Y6 – R 66% W68% M-77%  Y1 – PP children were on track to achieve ARE targets.</p>	<p>Continue with this approach and focus on the content and knowledge children have missed due to school closure due to COVID. There will be significant gaps in knowledge so planned PLD at autumn term will focus on teaching gaps from last year’s curriculum. Retrieval practise will be planned in to support children to embed knowledge.</p>
<p>Parental engagement with curriculum content and child’s progress/attainment to increase.</p>	<p>Specific workshops and sessions aimed at engaging PP parents who are harder to reach.</p>	<p>All year groups ran at least 2 workshops until Feb  Increased knowledge of the curriculum and strategies to teach their children.  Positive feedback from parents around content and delivery of sessions.</p>	<p>Continue with this approach.  Monitor with registers parents that attended.  Invite targeted parents to specific workshops.</p>	
<p><b>ii. Other approaches</b></p>				

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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 <b>Continue with approaches similar to this year</b> <b>Year 6 parents will be invited to attend workshops without the children, to increase their knowledge and understanding of the curriculum.</b>										
Decrease the number of lates for PP children to close the gap between lates for PP and lates for non-PP children.	Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to. Specific incentives will be put in place to improve lates. Parents will be	<p>There had been an improvement for lates but this still needs significant work.</p> <p>Lates Sep 2019 - Feb 2020</p> <p>+ Reception - 2024</p> <p>- Reception - 1793</p>	PP lates needs to continue to reduce next year and to maintain this over the year. Pastoral managers will give a list of PP children whose punctuality is a specific concern to class teachers and SLT each week. All parents will be spoken to. SD/ pastoral manager to have workshops with parents of children who are persistently late to look at ways to support in getting the children in on time. Specific incentives will be put in place to improve lates. Pastoral managers will meet with AK every four weeks to discuss the impact of strategies put into place.										
Attendance of PP children will improve further (Target = 96%)	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 continue (following the success of last year)	<table border="1" data-bbox="703 946 1296 1241"> <thead> <tr> <th>2016 - 2017</th> <th>2017 - 2018</th> <th>2018 - 2019</th> <th>2019 – 2020 (Feb 2020)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>94.03%</td> <td>94.85%</td> <td>94.41</td> <td>93.66%</td> <td>94%</td> </tr> </tbody> </table>	2016 - 2017	2017 - 2018	2018 - 2019	2019 – 2020 (Feb 2020)	National	94.03%	94.85%	94.41	93.66%	94%	<p>Due to a number of children on extended leave, this is a similar figure to last year.</p> <p>We need to continue with this approach.</p> <p>Identify specific PP children who attendance is below 96% and put specific actions in to place. Invite parents to a parent workshop.</p> <p>Pastoral managers will meet with AK every four weeks to discuss the impact of strategies put into place</p>
2016 - 2017	2017 - 2018	2018 - 2019	2019 – 2020 (Feb 2020)	National									
94.03%	94.85%	94.41	93.66%	94%									