

Pupil premium strategy statement (primary)

1. Summary information					
School	Highweek Primary School				
Academic Year	2016 to 17	Total PP budget	£166,000	Date of most recent PP Review	Nov 16
Total number of pupils	330	Number of pupils eligible for PP	129	Date for next internal review of this strategy	March 17

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	The resilience and attitudes to learning of PP children is not always sufficiently secure to enable them to make the best possible progress and can be a barrier to them demonstrating progress and ARE when challenged; as demonstrated in the Yr 6 tests for 2016.	
B.	A significant number of PP pupils come into school with poor communication and language and with low PSED. Their progress as they move through the school is hindered by poor vocabulary weak comprehension skills. This is impacting onto the progress and attainment in reading. As a result gap not closing sufficiently for vulnerable pupils at Key Stage 1 and 2.	
C.	In maths, PP children lack skills to apply themselves into a range of contexts and focus on problem solving and reasoning, and respond to challenge, especially vulnerable groups. For more able PP children development of greater depth.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	There is a clear link between vulnerability and poor attendance with the majority of pupils who are persistently absent being PP. Attendance rates for pupils eligible for PP are (below the target for all children of 96.2%). This reduces their school hours and causes them to fall behind on average.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for high attaining pupils eligible for PP by use Growth Mindset to strengthen PP levels of engagement in learning and to demonstrate resilience when challenged in learning.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. . Targets set to <i>close the gap</i> are achieved Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established with local schools. .

B.	Improve oral language skills for pupils eligible for PP in Reception class and equip them with the language and communication skills to access the curriculum and learning at an age appropriate level. Strengthen reading skills through a systematic approach to early reading and writing and then use the good progress made here to build reading in greater depth and understanding at KS2.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 60% eligible for PP meet age related expectations Reading results for KS1 and 2 PP are in line with NA, with the gap has reduced between PP and non PP and higher ability PP are in line with their peers.
C.	Target groups (PP/SEND) identified and are provided with the opportunity to make accelerated progress through clear and specific use of resources in developing their using and applying and reasoning.	All PP pupils make greater progress Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths. Targets set to <i>close the gap</i> are achieved
D.	Behavioural issues reduce and instances of pupils positive meta cognition, self-regulation, learning behaviours impact onto the progress they make.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below by reducing from PP PA 15 to 6. Overall PP attendance improves from 94.2% to 96.2% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016 to 2017				
TO					
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?
A Develop culture of Growth Mindset with staff, Governors, pupils and parents to strengthen pupils learning attitudes, resilience and progress.	To work with James Nottingham on developing Carole Dweeks work on Growth Mindset. This is a long term project, commitment and investment that will span 3 academic years and has several strands that will impact into other areas of our School Development plan and subject Action Plans.	We want to invest some of the PP in longer term change which will help all pupils. It builds on our work on BLP but is more specific in targeting progress and attainment of hard to reach pupils. Many different evidence sources, e.g. EEF Toolkit suggest strong meta cognition , self-regulation , and resilience are key towards improving attainment and progress , and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. SLT and peer observations after each element of delivery to embed learning (no assessment). Pupil voice, including school council to gauge impact Termly progress data Pupil workbook scrutiny Lessons from training embedded in school monitoring	Jennie Carter and Judy Martyn	Jan 17. April and June 17
B. Improve and strengthen pupils reading and writing skills so greater progress is made for all groups of children	Establishing and operating Read Write Inc. throughout EYFS and KS1 on a daily basis (accelerated learning of basic skills in literacy for all pupils)	Although our teaching of phonics is a strength, many of our children are not able to read or write at greater depth at ARE. Investing in RWI will provide all children with and tailored learning that will ensure accelerated progress for all and a tailored intervention for additional support.	Programmes selected based on evidence of effectiveness. 2 whole staff training days completed for RWI. Lead teacher monitors and coaches other staff on a weekly basis. 3 development days a year will evaluate the impact of its implementation. Termly pupils assessment measure impact and progress for all pupils	Claire Mayhew	Nov 16, Jan, April,, June 17
B Develop pupils reading comprehension and reasoning skills	Teach pupils 'dialogue' to widen pupils' vocabulary, depth of thinking, quality of questioning and debate.	Many different evidence sources, e.g. EEF toolkit and results from other schools with PP % indicates that this is a very successful approach,		Jennie Carter	June 17
C. Pupils are reading a range of texts and are able to comprehend key concepts.	Embed Accelerated reader into KS 2 to improve ARE so it is in line with NA	Builds on first year where we began to use it. Data indicates rapid progress in year for all pupils and high levels of motivation by pupils. Pupils are now reading for sustained periods and are quiz to demonstrate they understand what they have read.	Dialogue INSET day for all staff. Application and impact through monitoring Quizzing results and termly assessments.	Shelby Chew	Dec 16, April and July 17
Total budgeted cost					£53,000

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?
A. PP language and communication skills are improved sufficiently them to access learning EYFS CCL is improved and outcomes are at NA	Appoint a S & L therapist 2 days a week to provide help and support to children with speech and/or language difficulties help with referrals to speech and language, provide speech therapy, speech, run a language intervention groups . Provide training to staff.	EET toolkit identifies early intervention as key to PP pupils making good progress	SENDCO/ PP and EYFS LEAD to ensure targeted pupils are tracked.	Vicky Benfield	Dec 16, April 17.June 17
C. Vocabulary and reasoning skills are developed in PP pupils	Target dialogue groups to promote language and reasoning with those pupils who are reticent to work as part of a whole class	EET toolkit identifies early intervention as key to PP pupils making good progress	SENDCO/ PP and EYFS LEAD to ensure targeted pupils are tracked.	Vicky Benfield	Dec 16, April 17.June 17
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2017
D. Set up a preview club to develop learning attitudes , meta cognition and self-regulation	Pupils setting their own learning goals, embracing challenge. Being independent resilient learners.	To be able to develop learning readiness in KS1 pupils. Additional targeted learning will take place to provide children with the skills to equip them within the classroom. Children to be able to use their own normal magic to be able to access learning that they find challenging.	Through specific time tabled session in the afternoons. Led by SENDCO and additional support staff.	Vicky Benfield	Dec 16, April 17.June 17

E. Improve pupil engagement in learning and resilience	Staff making better use of feedback and feedforward And pupils becoming more assessment capable and a shared emphasis on progress.	We want to ensure that adults who are supporting children are attuned to the needs of the children they are working. That the children are able to make the maximum progress possible through precision teaching and use of resources.	Through regular analysis of provision maps to ensure that needs are being met. Regular pupil conferencing with the children about their learning. Adults to attune to the needs of the learners within their class and make reasonable adjustments to ensure	Vicky Benfield	Dec 16, April 17.June 17
F. Support for targeted children with low level language skills on arrival into Early Years.	Contribution to the salary of the Early Years Specialist HLTA to support targeted families support, Thrive assessments, Oral language groups based on language link assessment of Early Years. Use of a speech and language specialist 2 days a week. To provide training and support to up skill staff within the Early Years.	Improvement in the emotional well-being of the children and their language and social skills has improved so that they are more able to manage their emotions successfully and positively. Children's language skills are accelerated and they are better equipped to be able to communicate with other children and adults alike.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision.	Vicky Benfield/ Sam Herbert	Dec 16, April 17.June 17
G. Improved progress for children in reading and writing.	Targeted 1:1 RWI catch up intervention for children identified from termly data.	Children who need additional support to enable them to make progress within reading and writing will have additional support on top of their daily RWI group. This will enable the children to work specifically on their barriers to increase their level of understanding and enable them to be able to make progress in both reading and writing.	Through termly assessments and analysis of the RWI data. As well as looking at the progress that has been made in their writing including CLJ books, within their reading checking the progress that is being made both in their decoding and their comprehension.	Claire Mayhew	Dec 16, April 17.June 17
H. Improved progress for children in writing and maths.	Teacher conferencing on a regular basis with children in addition to more in depth marking. Teachers will spend time conferencing children with regards to their learning and their barriers and be able to find ways of over-coming the barriers to learning.	We want children to develop a better understanding of their barriers and have confidence when talking to adults about their learning. Children need to be able to identify the barriers and receive advice and support of the next steps that they can take to ensure they make better progress.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision.	Shelby Chew/Jane Bassett	Dec 16, April 17.June 17

I. Improved progress for children in maths and literacy.	Targeted preview learning and interventions delivered by TA's.	We want to be able to support children narrowing the gaps within their learning. Where it has been identified that children required some additional learning that they are given access to preview learning and then if additional support is required then interventions will be used.	Through regular analysis of termly data, beginning with entry data and exit data. Where children are quickly identified and support put in place within the provision. Analysis of the provision maps that is conducted during staff meetings.	Shelby Chew/ Jane Bassett	Dec 16, April 17, June 17
Total budgeted cost					£75,000
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?
A. Increased attendance rates with a particular focus on reducing PA	Create an Admissions and attendance role to monitor pupils and follow up quickly on absences. First day response provision. Deploy a range of strategies identified in the Attendance audit to reduce absence and encourage attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing Attendance officer about existing absence issues. PP coordinator, FLO, EWO, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Judy Martyn	Dec 16, Jan , May and July 2017
B. Year 6 children are focused and ready to participate in SATS without too much anxiety and stress. Therefore enabling them to show their ability.	Breakfast club for Year 6 pupils during SATs week	We want the children to be able to achieve their best during SATS week. As part of the preparation offering children the opportunity to come in and have breakfast together while discussing things that might come up in the test to support the children and to ease any anxieties that they may have.	Improved Year 6 SATs results.	Shelby Chew	Dec 16, Jan , May and July 2017
C. That children have a more focused lunch time and are able to engage with a variety of different sport activities that are on offer.	Sports Coach to develop children's skill levels and participation in team games during lunch time.	To enable children to learn a variety of different games that they are able to play and engage with a wider circle of friends.	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during team games.	Jane Bassett	Dec 16, Jan , May and July 2017
D. Children to be able to access a safe and happy lunch time that meets their individual needs.	Lunch club provision for children who struggle to engage and access a normal lunch routine. They	Being able to offer support to children who find lunch times difficult to manage and engage with. These children often need	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during lunch time.	Vicky Benfield	Dec 16, Jan , May and July 2017

	will be able to eat in a smaller, quieter room and be supported by a key adult . The children will be able to participate in activities that they are interested in and can suggest.	access to an alternative provision in a quieter space within the school.			
E. For children to be able to make good or better progress because they are more emotionally stable and secure.	Children and family support worker, working with targeted children to help to identify and remove the barriers.	We want children to attend school more regularly and when they are in school are able to thrive and feel safe.	Improved attendance for children. Reduction in the escalation of CIN to CP. The gap will close for the children in their learning as they make accelerated progress.	Vicky Benfield	Dec 16, Jan , May and July 2017
F. For children to be able to participate in enrichment activities that they wouldn't normally be able to access.	Bursary to be made available to selected pupils to ensure inclusion within the Eleven before eleven.	Providing a bursary for selected pupils ensures that all pupils have equal access to school visits that enrich their curriculum, increasing first hand experiences and remove potential cost barriers.	Book scrutiny of topic work shows an improvement in the quality and presentation of their learning when it has a direct link to the experiences.	Judy Martyn	Dec 16, Jan , May and July 2017
G. To improve the self-esteem and the self-confidence of pupils.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers. This increases their self-confidence and sense of belonging to the school community and helps to foster the pride and belonging.	Pupils self-esteem and self-confidence is improved as well as developing the community ethos of being part of the school community and creating a sense of pride being associated with the school	Judy Martyn	Dec 16, Jan , May and July 2017
H. Preview after school club	To be able to provide the pupils with a safe and supportive setting in order for them to be able to complete preview learning tasks.	Providing children with the opportunity to attend preview after school club enables them to engage with their home learning and get additional support with something as required.	Pupils have higher levels of engagement with the preview learning tasks and they take a greater pride in the presentation of the homework when it has been done in preview homework club. More pupils are completing the preview learning tasks that have been set as home learning.	Vicky Benfield	Dec 16, Jan , May and July 2017
Total budgeted cost					£38,000

5. 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

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

iii. Other approaches

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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk