



Action Plan for Pupil Premium Funding

Total Pupils on roll for the school year 2016-17: 456 children

Amount of Pupil Premium Funding

Financial Year	Pupil Premium Funding
2015-16	£54 000
2016-17	£46 920

Highfield Primary School Pupil Premium Action Plan 2016-17

Action:	Amount Allocated:	New or continued activity:	Who is responsible?	Rationale, focus, initiatives and intended outcomes:	Monitored by:	Impact
Whole School 'Closing the Gap' Action Plan	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New	SLT, Class teachers	Child-specific initiatives designed to accelerate progress, raise attainment and 'close the gap' between disadvantaged pupils and Other children in school.	SLT, Governors – Teaching and Learning Committee, Class Teachers	Each individual year group feedback detailed below.
Year 1 Whole School 'Closing the Gap' Action Plan: Close the Gap for those disadvantaged children not achieving a	Individual initiative costs allocated below the details of the 'Closing the	New	Year 1, Assessment leader	Child specific initiatives: 1:1 tuition, timetabled pre-teaching/intervention, number recognition, handwriting, fine motor skills, daily readers, teacher focus groups.	Year 1 staff, SLT, Governors – Teaching and Learning	A boy only writing group focusing on the deal breakers accelerated progress significantly. The same principle applied to a reading group



good level of development in reading, writing and maths in Foundation Stage	Gap' action plan				Committee	which also made good progress. They key was regular, focused intervention with engaging tasks. Moving forward, maths and English lessons must continue to ring-fenced and intervention work done outside of this time. Preteaching became an important tool and allowed learners with gaps to access the whole class teaching.
Year 2 Whole School 'Closing the Gap' Action Plan: Close the Gap for disadvantaged children not meeting ARE in maths	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New	Year 2, Assessment leader	Child specific initiatives: 1:1 tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly	Year 2 staff, SLT, Governors – Teaching and Learning Committee	Pre-teach intervention helped as it meant children weren't approaching lessons cold and definitely boosted self-confidence and class participation. Intensive 1:1 phonics sessions improved spelling & handwriting. Individual challenges set during maths lessons ensured progress for high attaining children was maximised. Identified deal breakers in Maths and English lessons were the key to closing gaps and featured prominently in planning and delivery. -Number heavy planning, to reflect the key skills required, was evident and effective in



						<p>developing number and place value. This will continue next year.</p> <p>-Booster groups were consistent and beneficial for disadvantaged pupils in addressing gaps each week. Moving forward, ideally class teacher booster groups would become more prominent as their effect was observed to be very good.</p>
Year 5 Whole School 'Closing the Gap' Action Plan: Close the Gap for disadvantaged children not meeting ARE in maths and writing	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New	Year 5, Assessment leader	Child specific initiatives: 1:1 tuition, timetabled pre-teaching/intervention, target resources such as White Rose, Numicon, number-bond intervention focus, contextualised problems, focus on writing 'Use-its', spelling strategies	Year 5 staff, SLT, Governors – Teaching and Learning Committee	Single sex seating had a positive impact on the progress of girls, especially in maths. In addition, pre-teaching and additional input during assemblies and other times also had a positive impact upon progress. The additional deal breakers work (spelling and handwriting focus), came through in the writing.
Year 6 Whole School 'Closing the Gap' Action Plan: Accelerate progress for disadvantaged children	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New	Year 6, Assessment leader	Child specific initiatives: 1:1 tuition, timetabled pre-teaching/intervention, dedicated pupil premium:teacher time, additional homework, SATs revision materials, reading buddies	Year 6 staff, SLT, Governors – Teaching and Learning Committee	1:1 tuition worked most effectively when staff were directed within lesson time to assist the learning of disadvantaged pupils. Pre-teaching was particularly effective, it boosted confidence and access in the lesson was visibly much better. The greater contact with class teachers in small booster groups (such as



						during assembly time) was hugely effective in closing the gaps in key skills. Reading: 70% of the disadvantaged cohort achieved the expected standard. The average progress score was above National 'Others'. Writing: 80% of the disadvantaged cohort achieved the expected standard. Maths: 70% of the disadvantaged cohort achieved the expected standard. The average progress score was above National 'Others'.
HLTA 1:1 Support: explicitly linked and addition to quality first teaching and normal lessons. 3 HLTA's employed across school to deliver	£25 000	Continued	HLTA's, DH, Class teachers	Here, a HLTA (Higher Level Teaching Assistant), gives intensive individual support. The Education Endowment Foundation cites this as having its greatest impact when it is delivered in conjunction with normal class teaching and by experienced, well-trained teaching assistants. Our plan therefore supports this.	Class staff, SLT, Governors – Teaching and Learning Committee	The key to successful intervention this year has been when it was delivered to support the class teaching, not as a separate focus. Often, this has taken place within lessons, where HTLA's have been used to target specific disadvantaged children close gaps.
Deputy Head time: As the designated SLT Pupil Premium lead, the DH monitors and evaluates the effectiveness of the Pupil Premium allocation and reports	£8 000	New	DH, Assessment Leader	Specification of responsibilities: Monitor the progress and provision of this learner group, classroom observations and drop-ins, book scrutinies, formation of the Pupil Premium Action Plan, support and manage the HLTA's delivering 1:1 tuition, map provision of	DH, HT, Governors – Teaching and Learning Committee, Resources Committee	The closing the gap action plans targeted specific disadvantaged children to ensure provision was suitably delivered. The impact of this initiative was monitored and reviewed at each assessment point on the



to the Resources and Teaching and Learning Governing committees				Pupil Premium children across school, allocate funding, report to the relevant governing bodies, meet weekly with the Head.		calendar. This included reviews of books and forecast assessments. The provision for all children was monitored and recorded using a mapping sheet and opportunities to experience different extra-curricular activities were offered to all disadvantaged children. The progress of disadvantaged children was presented to the teaching and learning and resources committees. Moving into the next academic year, the monitoring of the initiatives outlined in this report were evaluated to assess their effectiveness. Increased contact time with the class teacher was a recurring request.
Dedicated Pupil Premium:Teacher time	Timetabled	New	Class Teachers	During Key Stage 1 and Key Stage 2 singing assemblies, Pupil Premium children have small group tuition with class teachers. This is an opportunity for Pupil Premium children to utilise the undivided focus of the class teacher. HLTA's and TA's also support the class teachers time.	DH	Anecdotal feedback from both staff and children was that this had the most impact upon learning. Therefore, in the following school year this will be the priority: to increase the contact time between the class teacher and the disadvantaged pupils.
Learning Mentor Support Time	£4 000	Continued	Learning Mentor	The role of the Learning mentor is to provide support and guidance to help disadvantaged pupils (in addition to	DH, HT, Governors – Teaching	Of all the pupil premium children 2 had attendance below 90% by the end of the



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				other pupils) who are experiencing difficulties in learning due to social, emotional or behavioural problems. The learning mentor monitors attendance, monitors take-up of school clubs/musical lessons, helps to forge strong home-school links helps provide wrap-around care that is essential to ensuring the well-being of the child.	and Learning Committee, Resources Committee	year. Both these children had significant medical needs. Pupil premium children have been targeted for clubs such as the drama first generation project. Weekly inclusion meetings ensure all pupil premium children are receiving any additional mentoring which may be required
Teaching Assistant Classroom support	£3 000	Continued	TA's, Class Teachers	Supporting learning across all curriculum subjects within the classroom <u>in addition to</u> the support and input of the class teacher.	Class Teachers, DH, HT	As noted above, impact greatest when teaching assistants supported the classroom learning within whole class teaching. This will continue.
School Excursions and Residentials	£3 000	Continued	Class Teachers, Administration Staff	No child will miss the opportunity to experience any learning opportunities and life-enhancing experiences due to economic circumstances. Therefore additional funds are set aside for disadvantaged children to take part in excursions and residentials should it be required.	Class Teachers, DH	Disadvantaged families were supported to allow them to enjoy school trips.
Reading Buddies:Peer to Peer Support	£1 000	New: Trialled in 2015/16. Embedded 2016/17	Year 6 HLTA, Year 1 HLTA	Endorsed by the Education Endowment Foundation as a learning strategy, learners work in pairs or small groups to provide each other with teaching support. At Highfield we utilise cross-age tutoring, where a Year 6 learner takes the tutoring role and is paired with a Year 1 tutee. Peer assisted learning is a structured approach for reading with	HLTA, DH	A terrific initiative led by a HLTA which visibly boosted the profile of reading in the target year groups. The Y6 children flourished when presented with the opportunity to teach and share books with the younger children. This in turn increased their own appetite for reading.

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				sessions of 25-35 minutes twice a week.		
School Meals	£1 000	Continued	Class teachers, HLTA's, TA's	The importance of proper nutrition and regular mealtimes to children's development and well-being has been much publicised. All children at Highfield Primary School are provided for. This allocation is set aside for disadvantaged children who may require school meals, breakfast or break-time snacks.	DH	To continue in the next school year.
After School Support/Homework Club	£2 000	Continued	HLTA	"It is certainly the case that schools whose pupils do homework tend to be more successful." "There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment". At Highfield, a designated HLTA runs a homework club after school hours to assist disadvantaged pupils. Class teachers are an important part of this process and are consulted on the tasks given as it is "The quality of the task set" that is "more important than the quantity of work required from the pupil." (Quotes sourced from the Education Endowment Foundation)	DH	The relaxed, supportive environment created in the after school homework club was conducive to helping the children learn. The short sessions were focused on the current classroom area of study to support the learning. Year groups were given blocks of 6 weeks to participate and the uptake was really good with positive feedback.
Support materials for 1-1 tuition and extracurricular support	£920	Continued	HLTA's, Class Teachers, Administration and resources staff	Any additional materials which could facilitate the learning process for the individual learner, such as: reading overlays, test preparation materials, individualised books/work books, magnifying rulers, IT software, IT hardware, sports equipment for school	Class Teachers, DH	Year 6 SATs revision materials, sports equipment and access to computing equipment were all examples of investments made to support children. This funding will continue to be available in the next academic year.



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clubs, etc.

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Key Dates for Pupil Premium Strategy Reviews

Weekly	Pupil Premium review and discussion with the Head
Tues 22 nd Nov 2016, Tues 17 th Jan 2017, Tues 25 th Apr 2017	Teaching and Learning Sub-Committee
Tues 8 th Nov 2016, Tues 10 th Jan 2017, Weds 26 th Apr 2017	Resources Sub-Committee
Tues 15 th Nov 2016, Tues 17 th Jan 2017, Tues 25 th Apr 2017	Pupil Support Sub-Committee
November	First Whole School Assessment Point
May	Second Whole School Assessment Point

