



**Action Plan for Pupil Premium Funding**

Total Pupils on roll for the school year 2018-19: 450 children

**Amount of Pupil Premium Funding**

Financial Year	Pupil Premium Funding
2015-16	£54 000
2016-17	£46 920
2017-18	£51 340
2018-19	£42 540

**Highfield Primary School Pupil Premium Action Plan 2018-19**

Action:	Amount Allocated:	New or continued activity:	Who is responsible?	Rationale, focus, initiatives and intended outcomes:	Monitored by:	Impact
<b>Whole School 'Closing the Gap' Action Plan: Named as Priority One in the School Improvement Plan</b>	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	Initiative introduced in 2016-17. New targets for 2018-19	HT, SLT, Class Teachers, Teaching Assistants, Assessment Leader	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	54% of disadvantaged children across school met the combined expected standard in reading, writing and maths.  80% of disadvantaged children met the expected standard in phonics.  100% of disadvantaged children



						met the combined expected standard in reading, writing and maths in KS1.  75% of disadvantaged children met the combined expected standard in reading, writing and maths in KS2.
Year 1 'Closing the Gap' Action Plan: Individual disadvantaged children named and highlighted as priority on the plan who did not meeting the ELG in reading, writing or maths	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New Year 1 target for 2018-19	Year 1 Class Teachers, Teaching Assistants, Assessment Leader	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.  Reading: daily individual reading, daily phonics, focused questioning in guided reading Writing: daily phonics, intervention writing group on Monday, Teacher/Teaching Assistant focus in class Maths: intervention maths group on Tuesday, Teacher/Teaching Assistant focus in class	Year 1 staff, SLT, Governors – Teaching and Learning Committee	The pre-teach sessions, class teacher focus groups and home-school communication interventions really boosted the children's confidence and supported their progress moving into Year 2.  80% of disadvantaged children met the expected standard in phonics.
Year 3 'Closing the Gap' Action Plan: 'Disadvantaged Attainment' is the first priority on the Year 3 plan. Individuals are also highlighted who did not achieve the phonics recheck pass	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New Year 3 target for 2018-19	Year 3 Class Teachers, Teaching Assistants, Assessment Leader	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.  Disadvantaged specifically: 1:1 30min support with Miss Das in pupil premium time, Teaching Assistant support during assemblies, teaching focus in class.	Year 3 staff, SLT, Governors – Teaching and Learning Committee	After running a variety of interventions including pre-teaching of texts, spelling catch-ups, targeted maths help, 1:1 support, and extra teacher time in class, these children all progressed well, many closing their gap and all narrowing it. These children left Year 3 as



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mark.				Phonics: Additional spelling lessons in small group intervention	<p>inquisitive, confident, resilient learners who were well aware of the progress they had made. The books of these children show, not only the targeted support they received, but also the impact of that. In-class assessments gave quantitative proof of the improvement they made in Year 3, with all showing an increase in their scores across the year. The addition of Times Tables Rockstars, resulted in all children accessing it and learning their targeted times tables. The TTRS club we ran on a lunchtime also gave these children the opportunity to further their times table knowledge and these children came to the club every week (even though it was optional)</p> <p>As well as educationally, we worked with these children to ensure access to clubs. They attended choir, recorders, Computer Xplorers, drama club and gymnastics and we saw their confidence and involvement in school life improve. These children were</p>
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						fantastic to work with and we are very proud of the improvement they made in Year 3.
Year 4 'Closing the Gap' Action Plan: 'Disadvantaged Attainment' is the first priority on the Year 4 plan.	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New Year 4 target for 2018-19	Year 4 Class Teachers, Teaching Assistants, Assessment Leader	<p>Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.</p> <p>Early (within the first 3 weeks of term) meetings with parents to establish the home-school link. Intervention in areas of specific need with the Learning Mentor.</p> <p>Small group reading intervention with Mrs Lewis, additional 1:1 weekly reading intervention for specified children with Mrs Wood, small group maths intervention weekly with Mrs Woodward, speech and language intervention for specific children weekly.</p>	Year 4 staff, SLT, Governors – Teaching and Learning Committee	A variety of classroom interventions were run last year including the pre-teaching of maths concepts, a weekly maths booster group, additional spelling, handwriting and reading sessions and extra teacher time in class for Disadvantaged pupils. These children made pleasing progress and the gap between them and their peers narrowed. Throughout the year, their confidence, independence and resilience grew. The progress these pupils made was evidenced in both their books and the ongoing formative and summative assessments. We ensured that they had access to after school clubs, music lessons and other extra-curricular activities. Good links with their parents and carers were developed and maintained throughout the year to support these pupils with their attendance, homework, trips,



						general learning and pastoral care. We also ensured that their transition to year 5 was as smooth as possible in our 'hand-over' meetings with their next teacher, where we provided detailed information on strategies that were successful in year 4. We are very pleased and proud of the progress they made in year 4.
Year 5 'Closing the Gap' Action Plan: Individual disadvantaged children named and highlighted as priority on the plan who are behind on progress and attainment in reading, writing or maths	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New Year 5 target for 2018-19	Year 5 Class Teachers, Teaching Assistants, Assessment Leader	<p>Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.</p> <p>Early (within the first 3 weeks of term) meetings with parents to establish the home-school link.</p> <p>Pupil premium intervention time with the class teacher focusing on working memory and writing skills. Individual targets on the basics.</p> <p>Maths pre-teaching group on Mon and Tues during assembly with class teachers.</p>	Year 5 staff, SLT, Governors – Teaching and Learning Committee	<p>Pre – teaching. This allowed the pupils to have a head start in lessons in terms of skills and knowledge, particularly maths. Giving the mantle of the “expert” to the pupils allowed them to make progress in the lesson itself and feel more confident about lesson content.</p> <ul style="list-style-type: none"> <li>· Extra tuition. This was individual, bespoke support that was very effective. This not only enhanced vocabulary but led to increased confidence. Evidence for this was in books, in learning and, we believe, in the mindset of the pupils involved.</li> <li>· Liaising with parents/carers and keeping them informed of</li> </ul>



						<p>progress proved to be effective. It kept parent/carer involved and informed, kept links alive and provided a means for us as teachers of praising those children.</p> <ul style="list-style-type: none"> <li>· Gaps were closed in some cases, so summative assessments were evidence for this.</li> <li>· Overall, we believe that this additional support is definitely worth continuing with.</li> </ul>
<p>Year 6 'Closing the Gap' Action Plan: 'Disadvantaged Attainment' is the first priority on the Year 6 plan.</p>	<p>Individual initiative costs allocated below the details of the 'Closing the Gap' action plan</p>	<p>New Year 6 target for 2018-19</p>	<p>Year 6 Class Teachers, Teaching Assistants, Assessment Leader</p>	<p>Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.</p> <p>Mr Feeley to lead the 1:1 intervention groups on Wednesday afternoon. Early (within the first 3 weeks of term) meetings with parents to establish the home-school link.</p> <p>Reading: Additional reading intervention with Mrs Hollick 4 days a week. Spelling: Additional spelling intervention with Mrs Hollick 3 days a week. Speech and language intervention on a Tuesday afternoon.</p>	<p>Year 6 staff, SLT, Governors – Teaching and Learning Committee</p>	<p>The focus on reading in each of the early interventions saw an increase in both the engagement in reading and attainment. Children were more readily picking up books to enjoy in free reading opportunities and in class the quality of contributions reflected an increase in engagement. Progress in reading for disadvantaged children averaged +0.74%pts and all attained the expected standard (for a full breakdown refer to the published disadvantaged strategy 2019-</p>



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				Maths pre-teaching group on Mon and Tues during assembly with class teachers.		20).  75% met the expected standard in writing, maths and grammar, punctuation and spelling. All the children scored a minimum of 80% in the individual spelling test.
<b>Deputy Head time:</b> As the designated SLT Pupil Premium lead, the DH monitors and evaluates the effectiveness of the Pupil Premium allocation and reports to the Resources and Teaching and Learning Governing committees	£11 513	Continued	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 Pupil Premium children across school, allocate funding, report to the relevant governing bodies, meet weekly with the Head.	DH, HT, Governors – Teaching and Learning Committee, Resources Committee	Impact is measured through the triangulation of evidence which informs the senior leadership by assessing learning. This is done through: feedback from pupils and staff, classroom observations and book scrutinies. On completion, these have been fed back to the senior leadership team and teaching & learning governing body. The Deputy Head works with staff to deliver the action plan and monitor progress through the year. This includes personal development by working with the learning mentor to broaden their experiences.
<b>Dedicated Pupil Premium: Teacher tuition time</b>	Timetabled £15 000 used to release class teachers	Continued	Class Teachers	'One to one tuition is very effective in helping learners catch up,' and 'tuition in groups of two or three' can be 'equally effective' (Education Endowment Foundation). Crucially,	DH, HT, Teacher Governor	Teacher-led tuition continued with great success. Each of the staff delivering the tuition and the class teachers all reported a great benefit to the learner in

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				<p>small tuition groups are most successful when tuition is additional to and explicitly linked with normal lessons and 'those delivering the intervention are well trained' (Crane, 2016). Therefore in 2017-18, the pupil premium strategy has been designed to allow class teachers to deliver 1:1 and small group tuition on a weekly basis with a ring-fenced timetable in place to ensure delivery is protected. The Deputy Head strategically leads this initiative and monitors it's implementation.</p> <p>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.</p>		<p>terms of confidence, engagement and progress. An individual report from each teacher leading the tuition was written for the following year group to refer to prior to the year beginning so that provision could be planned in advance.</p>
<b>Learning Mentor Support Time</b>	£4 000	Continued	Learning Mentor	<p>The role of the Learning mentor is to provide support and guidance to help disadvantaged pupils (in addition to 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</p>	DH, HT, Governors – Teaching and Learning Committee, Resources Committee	<p>The learning mentor was central to developing links and providing support for pupils. Attendance was watched closely and a provision map drawn up to monitor the sporting and cultural opportunities of disadvantaged learners.</p>



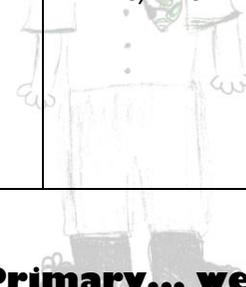
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				wrap-around care that is essential to ensuring the well-being of the child.		
<b>Speech and Language Support Time</b>	£4107	Continued	Speech and Language support specialist	Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential (ICAN, 2017). Furthermore, the Communication Trust (2016) highlight that ‘the development of speech, language and communication in the early years has a profound and far reaching impact on a child’s life chances’. As a result, a speech and language specialist has timetabled time with identified disadvantaged children every week at Highfield. The Head, Deputy, SENCo, and speech and language coordinator meet to monitor the initiative and discuss the impact with class room teachers.	HT, DH, SENCo, S&L therapist, S&L coordinator, class teachers	The speech and language support time introduces children to new vocabulary enabling them to feel confident in using this in the classroom and other situations.  Feedback from staff was very positive and suggested that the children indeed make full use of the new vocabulary in lesson time showing greater understanding.
<b>Teaching Assistant Classroom support</b>	£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	Continued to allow teaching assistants to focus on specific learners and deliver intervention where necessary.
After School Support/Homework Club	£1 000	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.	DH	The library club was example of a club encouraged and used to engage learners and help develop a love of reading. Disadvantaged children were given priority.

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				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)		
<b>School Excursions and Residential</b>	£2 000	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 residential should it be required.	Class Teachers, DH	Continued to ensure all children could access the additional learning activities and experiences.
<b>Reading Buddies: Peer to Peer Support</b>	£500	Continued: 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 sessions of 25-35 minutes twice a week.	HLTA, DH	This initiative continued to help children develop a love of reading. The success in Year 6 means we will be trialling this with a specific group of children in another year group who we believe would benefit from this peer-to-peer approach.
<b>School Meals</b>	£500	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,	DH	Continued and used when necessary.

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				breakfast or break-time snacks.		
<b>Support materials for 1-1 tuition and extracurricular support</b>	£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 clubs, etc.	Class Teachers, DH	Continued to support children. This included sports equipment to access extra-curricular sports clubs in addition to academic materials.

## Key Dates for Pupil Premium Strategy Reviews

Weekly: Wednesday PM	Pupil Premium review and discussion with the Learning Mentor and monthly with the Head
Tues 6 <sup>th</sup> Nov 2018, Tues 29 <sup>th</sup> Jan 2019, Tues 23 <sup>rd</sup> Apr 2019	Teaching and Learning & Pupil Support Sub-Committees
Tues 20 <sup>th</sup> Nov 2018, Tues 5 <sup>th</sup> Feb 2019, Weds 7 <sup>th</sup> May 2019	Resources Sub-Committee
November 2018	First Whole School Assessment Point
January & February 2019	Pupil Progress meetings. Additional Pupil Premium Assessment Point
May 2019	Second Whole School Assessment Point

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