



## Pupil Premium

*'At Highfield we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.'*

Highfield Primary Equalities Statement (2016)

At Highfield we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the Pupil Premium to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

### What is the Pupil Premium?

*'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'*

Department of Education (2014)

Schools receive funding for each child who:

- Has been eligible for free school meals (FSM) over the last six years
- Has been looked after for one day or more (Child Looked After)
- Has a parent who is serving in the armed forces

Highfield Pupil Premium breakdown for the current school year:

Number of pupils on roll in YR-Y11 in Jan 2017 census	% eligible for deprivation pupil premium	% eligible for service child pupil premium	% eligible for adopted from care pupil premium	% eligible for looked after pupil premium	% overall school population eligible for pupil premium
450	6% (28)	>1% (1)	0	0	6% (29)

### How the Pupil Premium makes a difference at Highfield Primary School

Strong strategic leadership, robust systems of assessment and organizational accountability ensure that all children are planned for, monitored and supported appropriately. The Head and Deputy along with an identified governor, lead the implementation of the Pupil Premium Action Plan. They are then held accountable by the Governors resources sub-committee on the impact of spending.

At Highfield we take a holistic approach to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Each Pupil Premium child has the provision they receive mapped to ensure they enjoy academic, enrichment and well-being learning opportunities to unlock their potential. This is how we do it:

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## Supporting the whole child: Academic, Enrichment and Well-Being

### Academic

- Dedicated discreet pupil/teacher learning time
- Comprehensive programme of 1:1 tuition with class teachers and Higher Level Teaching Assistants linked to whole class teaching
- Dedicated 1:1 reading time
- 'Closing the Gap' action plans directly targeting specific learning gaps
- Investment in equipment for individual learning needs
- Additional targeted homework
- Additional SATs and preparation materials
- Reading buddies
- Dedicated speech and language time with a specialist

### Enrichment

- Subsidised trips (including residentials in years 4&6) for every year group, with visits linked to the curriculum, such as: Abbey House, National Railway Museum, Yorkshire Water, Oakwell Hall, Skipton Castle, Marrick
- Extra-curricular sports clubs, including: netball, rugby, football
- Extra-curricular clubs, including: Lego, Taikwondo, Choir, Games, Gardening, Computer Xplorers, drama
- Music lessons
- Responsibilities to contribute to the well-being of the school



### Well-Being

- Rigorous attendance monitoring
- When identified, dedicated learning mentor time to promote confidence and self-esteem
- Enhanced opportunities to take part in activities in which they can thrive such as within-school clubs.
- Open communication with parents to forge strong links



## 2015 Data for Disadvantaged Groups

Percentage of Key Stage 2 pupils achieving level 4 or above 2015 (Validated by the DfE)

Combined:

Overall	2015 - Maths, Reading and Writing			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	7	86	85	+1%
Other	42	95		+10%
Within School Gap		-9%		

Maths:

Overall	2015 - Maths			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	7	86	90	-4%
Other	42	95		+5%
Within School Gap		-9%		

Reading:

Overall	2015 - Reading			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	7	100	92	+8%
Other	42	98		+6%
Within School Gap		+2%		

Writing:

Overall	2015 - Writing			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	7	100	90	+10%
Other	42	98		+8%
Within School Gap		+2%		

Grammar, Punctuation and Spelling:

Overall	2015 – English Grammar, Punctuation and Spelling			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	7	86	84	+2%
Other	42	93		+9%
Within School Gap		-7%		



# Highfield Primary School

Percentage of Year 6 children making expected progress (minimum of 2 levels) from KS1 to KS2 (Validated by the DfE)

Maths:

Overall	2015 - Maths			
	Cohort (44)	School (%)	National Other (%)	Difference
Disadvantaged	7	86	91	-5%
Other	37	92		+1%
Within School Gap		-6%		

Reading:

Overall	2015 - Reading			
	Cohort (44)	School (%)	National Other (%)	Difference
Disadvantaged	7	86	92	-6%
Other	37	97		+5%
Within School Gap		-11%		

Writing:

Overall	2015 - Writing			
	Cohort (44)	School (%)	National Other (%)	Difference
Disadvantaged	7	100	95	+5%
Other	37	97		+2%
Within School Gap		+3%		

Percentage of Key Stage 1 pupils achieving level 2+ or above 2015 (Validated by the DfE)

Reading:

Overall	2015 - Reading			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	4	100	93	+7%
Other	56	96		+3%
Within School Gap		+4%		

Writing:

Overall	2015 - Writing			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	4	100	91	+9%
Other	56	95		+4%
Within School Gap		+5%		

Maths:

Overall	2015 - Maths			
	Cohort (49)	School (%)	National Other (%)	Difference
Disadvantaged	4	100	95	5%
Other	56	98		+3%
Within School Gap		+2%		

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KS1 Phonics Screening Check Results - Percentage of Disadvantaged children achieving the expected standard in Phonics (Validated by the DfE)

Overall	2015 - Phonics			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	2	100	80	+20%
Other	58	86		+6%
Within School Gap		+14%		

Early Years Foundation Stage Good Level of Development Results (Validated by the DfE)

Overall	2015 - GLD			
	Cohort (62)	School (%)	National Other (%)	Difference
Free School Meals	7	14	69	-55%
Other (Non FSM)	55	71		+2%
Within School Gap		-57%		

## 2016 Data for Disadvantaged Groups

Percentage of Key Stage 2 other and disadvantaged pupils reaching the expected standard in 2016 (Validated by the DfE)

Combined:

Overall	2016 - Maths, Reading and Writing			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	9	11	60	-49%
Other	51	51		-9%
Within School Gap		-40%		

Maths:

Overall	2016 - Maths			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	9	33	75	-42%
Other	51	59		-16%
Within School Gap		-26%		

Reading:

Overall	2016 - Reading			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	9	33	71	-38%
Other	51	63		-8%
Within School Gap		-30%		

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Writing:

Overall	2016 - Writing			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	9	56	79	-23%
Other	51	80		1%
Within School Gap		-24%		

Grammar, Punctuation and Spelling:

Overall	2016 – English Grammar, Punctuation and Spelling			
	Cohort (60)	School (%)	National Other (%)	Difference
Disadvantaged	9	56	78	-22%
Other	51	67		-11%
Within School Gap		-11%		

Key Stage 2 progress scores for disadvantaged pupils compared with the national figure for all pupils (which is '0')  
(Validated by the DfE)

Maths:

2016 - Maths		
	Cohort (55)	School
Disadvantaged	7	-6.09
Other	48	-2.59
Within School Gap		-3.5

Reading:

2016 - Reading		
	Cohort (55)	School
Disadvantaged	7	-3.26
Other	48	-0.88
Within School Gap		-2.38

Writing:

2016 - Writing		
	Cohort (55)	School
Disadvantaged	7	-3.54
Other	48	0.61
Within School Gap		4.15

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## 2016 Disadvantaged Statistics: Year 6 SATs results July 2016

Of the nine children in year 6 who were classed at Disadvantaged:

- 2 were not entered for the tests due to their SEND
- 4 children met the standard in writing
- 4 children met the standard in spelling punctuation and grammar
- 2 children met the standard in reading
- 3 children met the standard in maths

## Percentage of Key Stage 1 pupils achieving the expected standard in 2016 (Validated by the DfE)

### Reading:

Overall	2016 - Reading			
	Cohort (61)	School (%)	National Other (%)	Difference
Disadvantaged	3	67	78	-11%
Other	58	84		+6%
Within School Gap		-17%		

### Writing:

Overall	2016 - Writing			
	Cohort (61)	School (%)	National Other (%)	Difference
Disadvantaged	3	33	70	-37%
Other	58	67		-3%
Within School Gap		-34%		

### Maths:

Overall	2016 - Maths			
	Cohort (61)	School (%)	National Other (%)	Difference
Disadvantaged	3	33	83	-33%
Other	58	79		+3%
Within School Gap		-46%		

## KS1 Year 1 Phonics Screening Check Results

Percentage of PP children achieving the expected standard in Phonics (Validated by the DfE)

Overall	2016 - Phonics			
	Cohort (57)	School (%)	National Other (%)	Difference
Disadvantaged	6	50	83	-55%
Other	51	86		+2%
Within School Gap		-36%		



## Disadvantaged Attendance (School Data)

Overall	% Attendance 2015-16
Disadvantaged	94.15
Other	96.91
Difference	-2.76%

### 2017 Data for Disadvantaged Groups

Percentage of Key Stage 2 disadvantaged and non-disadvantaged pupils reaching the expected standard in 2017 (individual results validated by the DfE before compiling the report against national statistics provided by FFT Aspire)

#### Combined:

Overall	2017 - Maths, Reading and Writing			
	Cohort (59)	School (%)	National Other (%)	Difference
Disadvantaged	10	60	67	-7%
Other	49	78		+11%
Within School Gap		-18%		

#### Maths:

Overall	2017 - Maths			
	Cohort (59)	School (%)	National Other (%)	Difference
Disadvantaged	10	70	80	-10%
Other	49	90		+10%
Within School Gap		-20%		

#### Reading:

Overall	2017 - Reading			
	Cohort (59)	School (%)	National Other (%)	Difference
Disadvantaged	10	70	77	-7%
Other	49	90		+13%
Within School Gap		-20%		

#### Writing:

Overall	2017 - Writing			
	Cohort (59)	School (%)	National Other (%)	Difference
Disadvantaged	10	80	81	-1%
Other	49	86		+5%
Within School Gap		-6%		





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## Grammar, Punctuation and Spelling:

Overall	2017 – English Grammar, Punctuation and Spelling			
	Cohort (59)	School (%)	National Other (%)	Difference
Disadvantaged	10	80	82	-2%
Other	49	88		+6%
Within School Gap		-8%		

Key Stage 2 progress scores for disadvantaged pupils compared with non-disadvantaged children at Highfield and the national figure for non-disadvantaged pupils (data source: FFT Aspire)

## Maths:

Overall	2017 - Maths			
	Cohort (59)	School (%pts)	National Other (%pts)	Difference
Disadvantaged	10	5	1	+4%pts
Other	49	4		+3%pts
Within School Gap		+1%pts		

## Reading:

Overall	2017 - Reading			
	Cohort (59)	School (%pts)	National Other (%pts)	Difference
Disadvantaged	10	3	1	+2%pts
Other	49	7		+6%pts
Within School Gap		-4%pts		

## Writing:

Overall	2017 - Writing			
	Cohort (59)	School (%pts)	National Other (%pts)	Difference
Disadvantaged	10	8	1	+7%pts
Other	49	-2		-3%pts
Within School Gap		+10%pts		

Percentage of Key Stage 1 pupils achieving the expected standard in 2017 (using results published by Perspective Lite, 2017. \*Note national Non-Disadvantaged data not published at time of print)

## Reading:

Overall	2017 - Reading			
	Cohort (58)	School (%)	National (%)	Difference
Disadvantaged	6	33	76	-43%
Other	52	84		+8%
Within School Gap		-51%		

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Writing:

Overall	2017 - Writing			
	Cohort (58)	School (%)	National (%)	Difference
Disadvantaged	6	50	68	-18%
Other	52	75		-7%
Within School Gap		-25%		

Maths:

Overall	2017 - Maths			
	Cohort (58)	School (%)	National (%)	Difference
Disadvantaged	6	17	75	-58%
Other	52	78		+3%
Within School Gap		-61%		

## KS1 Year 1 Phonics Screening Check Results

Percentage of PP children achieving the expected standard in Phonics (data source: Perspective Lie, 2017)

Overall	2017 - Phonics			
	Cohort (90)	School (%)	National Other (%)	Difference
Disadvantaged	2	100	77	+23%
Other	88	87		+10%
Within School Gap		+13%		

## KS1 Year 2 Phonics Screening Check Results

Percentage of PP children achieving the expected standard in Phonics (data source: Perspective Lite, 2017)

Overall	2017 - Phonics			
	Cohort (11)	School (%)	National (%)	Difference
Disadvantaged	2	50	62	-12%
Other	9	100		+38%
Within School Gap		-50%		

If you would like to know more regarding the pupil premium, please contact:

Mr Jonathan Feeley (Deputy Head) – Strategic lead for the Pupil Premium

Mrs Jo Wragg - Governor with responsibility for the Pupil Premium

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