



Action Plan for Pupil Premium Funding

Total Pupils on roll for the school year 2017-18: 450 children

Amount of Pupil Premium Funding

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

Highfield Primary School Pupil Premium Action Plan 2017-18

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	Initiative introduced in 2016-17. New targets for 2017-18	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	
Year 3 Whole School 'Closing the Gap' Action Plan: Close the Gap for	Individual initiative costs allocated below	New Year 3 target for 2017-	Year 3, Assessment leader	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher	Year 3 staff, SLT, Governors –	The pre-teaching prior to lessons and the pupil-teacher time were used really effectively

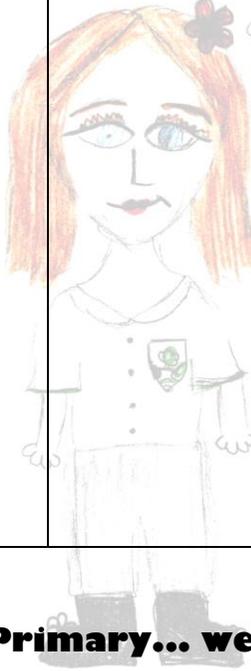
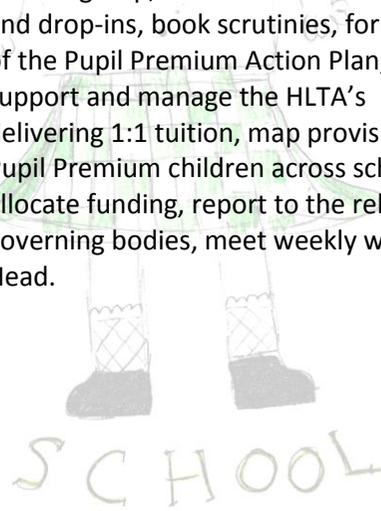


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disadvantaged children not meeting ARE in reading and maths	the details of the 'Closing the Gap' action plan	18		<p>time during singing assembly.</p> <p>Reading specific: reading book investment, guided reading planning, targeted comprehensions, home reading monitoring.</p> <p>Maths specific: textbook investment, concrete resources, mastery activities, timestable practice, misconceptions used as a teaching tool.</p>	Teaching and Learning Committee	<p>to prepare the learners for the lesson and then review progress together afterwards. This has proven to be very successful and the reflection time vital in ensuring gaps were closed.</p> <p>The additional spelling focus was used to specifically target individual learners and their needs. This resulted in better spelling in independent written work.</p>
Year 5 Whole School 'Closing the Gap' Action Plan: Close the Gap for disadvantaged children not meeting ARE in reading	Individual initiative costs allocated below the details of the 'Closing the Gap' action plan	New Year 5 target for 2017-18	Year 5, Assessment leader	<p>Child specific initiatives: 1:1 tuition, timetabled pre-teaching/intervention.</p> <p>Personalised plans outlined in the Year 5 Action Plan for the children, investment in engaging guided reading texts, reading tasks focusing on language skills, ring-fenced personal reading time, additional comprehension focus.</p>	Year 5 staff, SLT, Governors – Teaching and Learning Committee	Pre-teaching sessions have been highlighted as a terrific success as it has allowed the opportunity to build the learners knowledge and confidence prior to the lesson starting. This has resulted in a marked improvement in participation and engagement. The additional teacher-pupil time has allowed for additional review and focus on child-specific skills.
'Closing the Gap' Action Plans for Years 2, 4, 6	Individual initiative costs allocated below the details of the 'Closing the Gap' action	New Year targets for 2017-18	Years 2, 4, 6 Assessment leader	Individual Disadvantaged Children highlighted within the plans for the named year groups in specific areas of learning.	Year 2, 4, 6 staff, SLT, Governors – Teaching and Learning	Year 6: Reading intervention groups raised attainment and the enjoyment of reading. Language in written work also improved. The use of spelling and punctuation focus groups



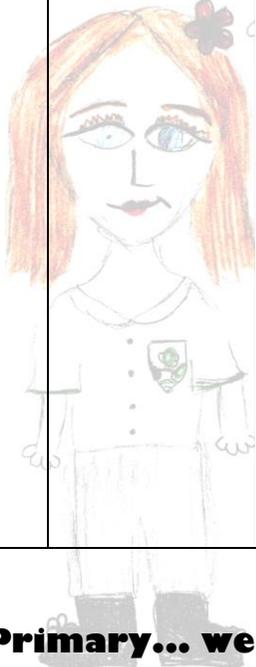
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	plan				Committee	also had a clear impact evidenced by the improvements in writing over the course of the year. The seating arrangements where disadvantaged children were paired with more able children had a significant impact on both learning and confidence. Pre-teaching for maths was especially effective evidenced by increased contribution in class discussion and greater independence in tasks.
Deputy Head time: 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	£12 313	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 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	The time dedicated to observing the children and ensuring the programme pupil premium children was delivered effectively was an important part of driving it forward. Pupil voice questionnaires were completed before the intervention commenced to gain valuable insight into the children's thoughts. Progress was closely monitored throughout the year and attainment reported to the senior leadership team and governors. The participation in the

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						'Achievement Unlocked' programme in partnership with a North Yorkshire school involved creating individual profiles which tracked and reviewed many aspects of the learner's journey through school in greater depth. This is an initiative which will be kept for the next school year and involve the learning mentor.	
Dedicated Pupil Premium: Teacher tuition time	Timetabled £16 000 used to release class teachers	New	Class Teachers		<p>'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, 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</p>	DH, HT, Teacher Governor	This has been an overwhelming success in every year group and the feedback extremely positive. The additional, teacher-led, pupil premium time to focus on core subjects and skills has definitely given the children an advantage. The tuition can be tailored to the specific needs of the child and has resulted not only in an improvement in progress, but also confidence.

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				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.	
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 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.	DH, HT, Governors – Teaching and Learning Committee, Resources Committee Throughout the year the children have very much looked forward to time with the learning mentor. The environment is calm and positive and children have worked on social skills, expressing themselves, self-esteem and teamwork. The learning mentor has worked on strengthening the home-school partnership.
Speech and Language Support Time	£9107	New	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	HT, DH, SENCo, S&L therapist, S&L coordinator, class teachers The children not only enjoy this but have benefited greatly from the additional speech and language work. Work on language and communication skills has been vital in allowing children to express themselves, share their thoughts and develop their social and emotional well-being. Older children have focused on topic specific words to allow the children better access to the

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				language coordinator meet to monitor the initiative and discuss the impact with class room teachers.		teaching and learning and broaden their vocabulary.
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	
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. 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	Next school year, this initiative will take on a greater reading focus and be centred in the new school library. We would like to foster the love of reading and encourage pupils to read at home. Therefore the homework time will be dedicated to reading and pupils will be assisted in choosing books to read at home.
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	Provided where necessary.
Reading Buddies:Peer	£1 000	New:	Year 6 HLTA,	Endorsed by the Education Endowment	HLTA, DH	A successful strategy continued

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to Peer Support		Trialled in 2015/16. Embedded 2016/17	Year 1 HLTA	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.		from the previous year.
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	Provided where necessary.
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 clubs, etc.	Class Teachers, DH	Provided where necessary.

Key Dates for Pupil Premium Strategy Reviews

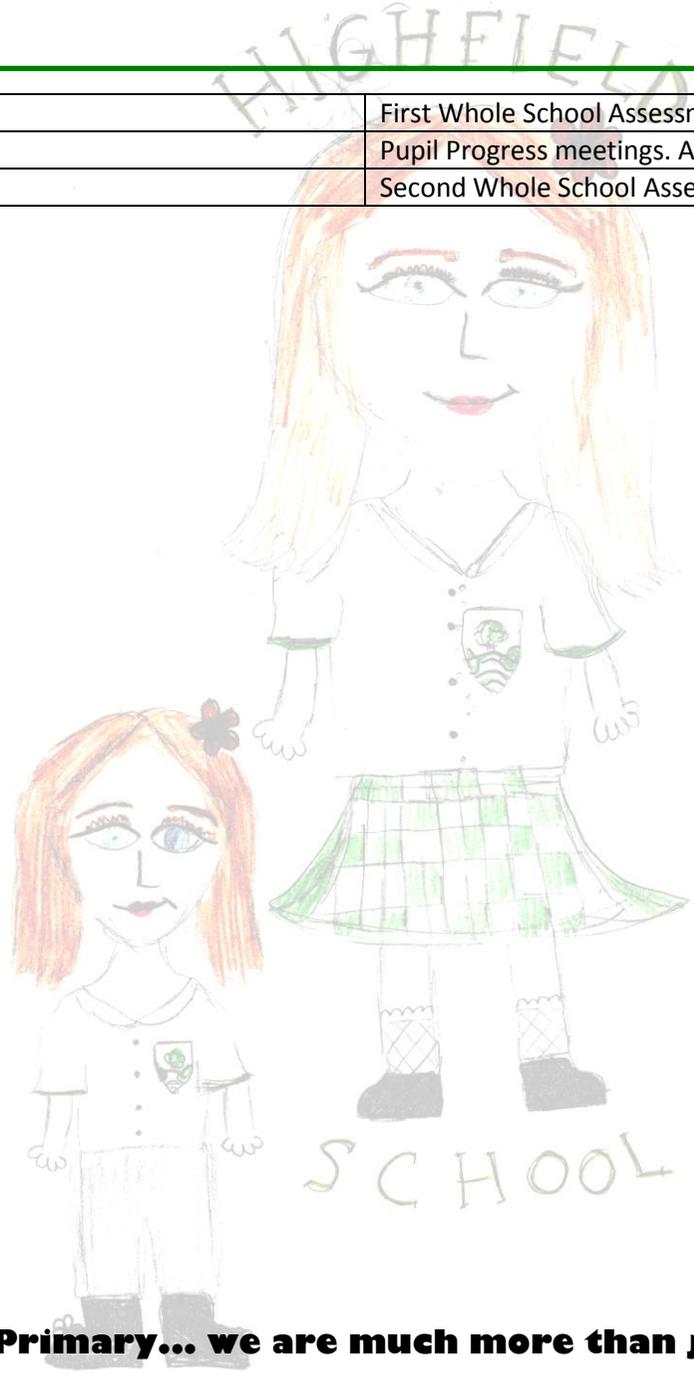
Weekly	Pupil Premium review and discussion with the Head
Tues 14 th Nov 2017, Tues 6 th Feb 2018, Tues 24 th Apr 2018	Teaching and Learning & Pupil Support Sub-Committees
Tues 7 th Nov 2017, Tues 30 th Jan 2018, Weds 8 th May 2018	Resources Sub-Committee

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November 2017	First Whole School Assessment Point
January & February 2018	Pupil Progress meetings. Additional Pupil Premium Assessment Point
May 2018	Second Whole School Assessment Point



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