



**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	
Year 1 'Closing the Gap' Action Plan: Individual	Individual initiative costs	New Year 1 target	Year 1 Class Teachers,	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-	Year 1 staff, SLT,	



# Highfield Primary School

disadvantaged children named and highlighted as priority on the plan who did not meeting the ELG in reading, writing or maths	allocated below the details of the 'Closing the Gap' action plan	for 2018-19	Teaching Assistants, Assessment Leader	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	Governors – Teaching and Learning Committee	
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 mark.	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.  Phonics: Additional spelling lessons in small group intervention	Year 3 staff, SLT, Governors – Teaching and Learning Committee	
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	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.  Early (within the first 3 weeks of term) meetings with parents to establish the	Year 4 staff, SLT, Governors – Teaching and Learning Committee	



				<p>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 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	
Year 6 'Closing the Gap' Action Plan: 'Disadvantaged Attainment' is the first	Individual initiative costs allocated below the details of	New Year 6 target for 2018-19	Year 6 Class Teachers, Teaching Assistants,	Child specific initiatives: 1:1 teacher time tuition, timetabled pre-teaching/intervention, focused teacher time during singing assembly.	Year 6 staff, SLT, Governors – Teaching	



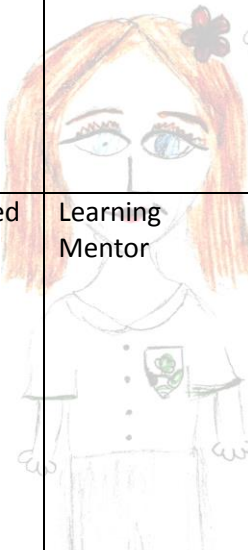
# Highfield Primary School

priority on the Year 6 plan.	the 'Closing the Gap' action plan		Assessment Leader	<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. Maths pre-teaching group on Mon and Tues during assembly with class teachers.</p>	and Learning Committee	
<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	<p>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.</p>	DH, HT, Governors – Teaching and Learning Committee, Resources Committee	
<b>Dedicated Pupil Premium: Teacher tuition time</b>	Timetabled £15 000 used to release class teachers	Continued	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,</p>	DH, HT, Teacher Governor	

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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>		
<b>Learning Mentor Support Time</b>	£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	DH, HT, Governors – Teaching and Learning Committee, Resources Committee	



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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	
<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	
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	

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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	
<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	
<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	

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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	

## 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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