

## Pupil Premium Statement 2017 - 2018

### 1. Summary information

<b>School</b>	Highfield Primary School Charville Lane West Hillingdon Middlesex UB10 0DB		
<b>Academic Year</b>	2017- 2018	<b>Total PP budget</b>	£95,040
<b>Total number of pupils</b>	397	<b>Number of pupils eligible for PP</b>	72 children

The Government refers to pupils who are eligible for Pupil Premium as disadvantaged

### 1. Current attainment Key Stage 2 data (May 2017)

	<i>Pupils eligible for PP (your school)</i>	<i>All other pupils (national average)</i>
<b>% achieving in reading, writing and maths</b>	63%	67%
<b>Progress in reading</b>	1.9	0.33
<b>Progress in writing</b>	5.46	0.17
<b>Progress in maths</b>	2.21	0.28

### 2. Barriers to future attainment (for pupils eligible for PP (Pupil Premium), including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Oral language skills in Nursery & Reception are lower for pupils eligible for PP than other groups. This slows reading and writing progress in subsequent years
<b>B.</b>	A number of pupils eligible for PP have multi - complex needs and this impacts on their progress
<b>C.</b>	A marked gap at the end of Year 2 between pupils eligible for PP and the rest of the cohort ( though the gap does close by the end of Key Stage 2)
<b>D.</b>	Social and emotional issues affecting learning behaviours that support independent learning and promote resilience

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Attendance rates for `disadvantaged` pupils for the academic year 2016/2017 was 94.9 which was lower than all other pupils (95.6% school and 96.6% national). However this had gone up from the previous year ( 94.42%) Our target for all pupils is 96%. Low attendance and late arrival impacts on their learning by reducing their school hours and therefore causing them to fall behind their peers.
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### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
<b>B.</b>	Improved outcomes for pupils eligible for PP across the school.	Pupils eligible for PP across the school will make better than expected progress so that by the end of Key Stage 2 the gap in attainment has been closed. Termly tracking will indicate if pupils are on track.
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP

and bring PP pupil attendance in line with all other children.

#### 4. Planned expenditure

**Academic year**

**2017/2018**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B Improved oral language skills in Reception and writing skills across the school	Ongoing staff training on high quality feedback  Refresher of the focused programme of Phonics /SPaG training for both teachers & TAs  Specialist teachers to teach Grammar to KS2 once a week	External evidence indicates high quality feedback is an effective way to improve attainment and is an approach we can embed across the school  Training tailored to individual school and pupil needs more effective in raising standards than generic courses	Use INSET days to deliver training  One hour of Pupil Conferencing allocated to each teacher per week – teacher to provide feedback  Pupil progress and attainment will be monitored through book monitoring, lesson observations and half termly assessments	Deputy Head	February 2018
<b>Total budgeted cost</b>					£23000

##### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Improved oral language skills in Reception  B Improved outcomes for pupils eligible for PP  Promote resilience to social and emotional issues affecting learning behaviours and foster behaviours that support independent learning	Language Link intervention  Smaller focused teaching of phonics Specialist small group teaching of English & Maths  Y6 Booster classes in English and Maths  Nurture Groups & pupil well – being groups	School data indicates impact of this approach  Children are identified any teaching focuses on closing any gaps  To support the social, emotional & communication needs and self-esteem of disadvantaged pupils	Termly monitoring of pupil progress to measure impact and effectiveness of interventions  Termly reviews with pupils, parents and staff to evaluate impact	Inclusion Leader	February 2018

<b>Total budgeted cost</b>					£53430
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C Attendance for pupils eligible for PP to be in line with other children and above expected	Family Support worker employed 1 ½ days per week to support and engage with families ½ awards for 100% attendance `Here everyday` project in Nursery and Reception	Previous school data evidences positive impact on attendance of FSW involvement with families. NFER briefing supports the view children must be in school to attain and identifies addressing attendance as a key step.	Bi weekly reviews of attendance to identify focus children Half termly review meetings review impact. Termly reporting to Governing Body	Headteacher	February 2018
C To improve punctuality for those pupils eligible for PP	Breakfast Club subsidised to ensure children eat a healthy breakfast before school & are in school for the start of the day	Evidence indicates children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress	FSW to promote with families & monitor breakfast club attendance & lates/ attendance. Pupil Premium children will be tracked	Headteacher	February 2018
D Social and emotional issues affecting learning behaviours that support independent learning and promote resilience	Rainbows talking therapies to support children with social and emotional difficulties  Supporting families with uniforms & subsidised trips and activities	Evidence indicates therapies provide children with an opportunity to rationalise their concerns and gain coping strategies for the future  Ensure children and their families are able to fully engage in all aspects of school life	Regular reviews with the trained staff to ensure appropriate children are being referred Feedback from parents, children and staff will be gathered and evaluated and adjustments made where required		
<b>Total budgeted cost</b>					£18610

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015 – 2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrow the gap earlier than the end of KS2	Ongoing training for teachers & TAs  Pupil Conferencing time for all year groups  Moderating with other schools  Additional TAs to support activities	INSET time used to develop teaching practices and to share good practice with neighbouring schools  Good practice impacted on all pupils in KS2 children working at a higher standard generally in line with national averages	Working in collaboration with other schools has a positive impact on pupil experiences and outcomes	£24000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Close the gap between pupils eligible for PP and other pupils	Specialist small group teaching English & Maths Y6 Booster classes Pupil Conferencing across the school	In-year monitoring indicates that the gap is generally closing Robust tracking enables children not making expected progress to be quickly identified and addressed	Small groups and one to one target readers have been extended across the school	£62500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improve parental engagement and attendance of pupils eligible for PP</p>	<p>Family Support Worker employed to work with families to improve attendance and improve social &amp; emotional skills of vulnerable pupils</p> <p>Subsidised breakfast club</p>	<p>Attendance improved, number of Persistent Absenteeism children in the category reduced</p>	<p>Early intervention when attendance dips below 95% is most effective</p> <p>FSW hours extended to support growing needs &amp; borderline cases i.e. 94 – 96%</p> <p>Breakfast take up continues to grow which has had a dramatic impact in reducing late arrivals</p>	<p>£12500</p>
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