

## Pupil Premium Statement 2019 – 2020 1. Summary information

<b>School</b>	Highfield Primary School Charville Lane West Hillingdon Middlesex UB10 0DB		
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£84990
<b>Total number of pupils</b>	376	<b>Number of pupils eligible for PP</b>	71 children

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

### 1. Current attainment Key Stage 2 data (May 2018)

	<i>Pupils eligible for PP (your school)</i>	<i>All other pupils (2019 national average)</i>
<b>% achieving in reading, writing and maths</b>	36% (24% 2017/2018)	71%
<b>Progress in reading</b>	-2.75	0.32
<b>Progress in writing</b>	-8.10	0.27
<b>Progress in maths</b>	-4.13	0.37

### 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 in lower years between pupils eligible for PP and the rest of the cohort
<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 2018/2019 was 94.6% was improved from 92.34% but was still lower than all other pupils (96.6% school and 94.2% national). 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.
-----------	---

### 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	2019/2020				
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	Termly
<b>Total budgeted cost</b>					£17,000
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	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	SENDCo	Termly

<b>Total budgeted cost</b>					£37500
<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 2 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	Termly
C To improve punctuality for those pupils eligible for PP  B & D Promote resilience to social and emotional issues affecting learning behaviours and foster behaviours that support independent learning	Breakfast Club subsidised to ensure children eat a healthy breakfast before school & are in school for the start of the day  Rainbows talking therapies to support children with social and emotional difficulties – 1 full time and 2 part time members of staff 3 Mental Health First Aiders trained to support identified children  22 staff members completed Level 2 NVQ `Understanding Children & Young People`s Mental Health  Additional targeted group/ individual work by School Nurse, Educational Psychologist and Behaviour Support Team.  Supporting families with uniforms & subsidised trips and activities	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  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	FSW to promote with families & monitor breakfast club attendance & lates/ attendance. Pupil Premium children will be tracked  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	Headteacher	Termly
<b>Total budgeted cost</b>					£30490