

Pupil Premium Statement 2016 - 2017

1. Summary information

School	Highfield Primary School Charville Lane West Hillingdon Middlesex UB10 0DB		
Academic Year	2016- 2017	Total PP budget	£96067
Total number of pupils	393	Number of pupils eligible for PP	74 children

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

1. Current attainment Key Stage 2 data

	<i>Pupils eligible for PP (your school)</i>	<i>All other pupils (national average)</i>
% achieving in reading, writing and maths	36%	60%
% making progress in reading	46%	71%
% making progress in writing	55%	79%
% making progress in maths	38%	75%

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)*

A.	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.	A number of pupils eligible for PP have multi - complex needs and this impacts on their progress
C.	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)
D.	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)*

E.	Attendance rates for `disadvantaged` pupils for the academic year 2015/2016 was low at 94.42% compared to all other children which was 96.7% for the same period. 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>
A.	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.	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
C.	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	2016/2017				
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 Focused programme of Phonics /SPaG training for both teachers & TAs	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 2017
Total budgeted cost					£25000
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 2017
Total budgeted cost					£54067

iii. Other approaches					
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?
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	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 2017
C To improve punctuality for those pupils eligible for PP D Social and emotional issues affecting learning behaviours that support independent learning and promote resilience	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 2017
Total budgeted cost					£17000

5. Review of expenditure				
Previous Academic Year		2015 – 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<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 & 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 & 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>
---	---	---	---	---------------