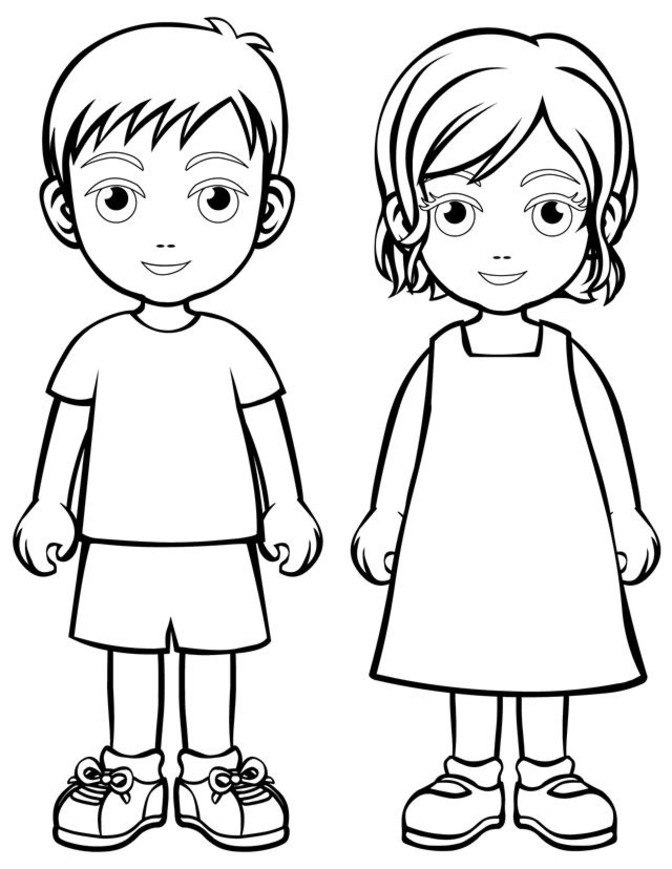
**HIGHFIELD HALL PRIMARY SCHOOL**

PUPIL PREMIUM SPENDING PLAN 2020-2021

At Highfield Hall we want all of our pupils to leave us as rounded individuals who have a broad range of attributes. We want them to…

**be respectful**

**use critical thinking skills**

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiK0JGSz4jeAhXBfFAKHXreAxoQjRx6BAgBEAU&url=http://getdrawings.com/child-line-drawing&psig=AOvVaw1ywIWYZRtlobCgr0xKhPVo&ust=1539698684472816)

**achieve their potential academically**

**be curious**

**be physically healthy**

**be emotionally healthy**

**be creative**

**be resilient and take risks**

**attend well and be on time**

**take responsibility**

**be compassionate**

**Our approach to using the Pupil Premium funding**

**This document should be read in conjunction with our “Best Methods Instructional Programme”, and the Early Reading, Literacy and Maths action plans (based on the EEF documents “Preparing for Literacy”, “Improving Literacy in Key Stage 1”, “Improving Literacy in Key Stage 2”, “Early Maths” and “Improving Maths in KS2”). In addition, this document should be read in conjunction with the Sports Premium action plan.**

The Education Endowment Foundation guidance (2019) states; "Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference."

School use evidence-based approaches when spending the pupil premium funding. Impact is discussed half-termly. We used a tiered approach to supporting our disadvantaged pupils, with the primary focus being on the quality of teaching, supplemented by targeted academic support, and strategies to support with wider outcomes (see the EEF Guide to the Pupil Premium, 2019 – see below). Our teacher appraisal model for 2019-2020 is based around staff carrying out supported experiments, using a review cycle, with challenge conversations each half term to assess the impact and plan future actions (see http://geoffpetty.com/for-team-leaders/supported-experiments/). The focus for these is always around supporting our disadvantaged pupils.

Our curriculum is designed to give children the cultural capital to prepare them for their future success. Our curriculum is sequenced to support children in developing their key knowledge and skills, aligned to our core and British values (see https://[www.highfieldhall.derbyshire.sch.uk/our-curriculum/](https://www.highfieldhall.derbyshire.sch.uk/our-curriculum/)).



**Summary of the main barriers to educational achievement faced by eligible pupils at Highfield Hall**

Currently there are 27% of pupils who are disadvantaged at Highfield Hall. As the needs of pupils are not homogenous, the school aims to identify the specific barriers to individual pupils, and attempt to address these on a child-by-child basis. Class teachers hold a register of disadvantaged pupils and the individual barriers they face. However, the common themes that have emerged are:

Academic barriers

*1. Vocabulary and language skills*

By the end of KS2 last year, there was a gap in the attainment and progress between disadvantaged children at Highfield Hall and ‘others’ nationally.

Vocabulary is widely regarded as the strongest indicator of reading success (Reading comprehension: nature, assessment and teaching, Snowling et al, 2010), however children from disadvantaged backgrounds typically have a smaller vocabulary than children from higher socio-economic backgrounds and that gap widens as children get older (Education Mobility in England, Sutton Trust, 2010).

*2. Access to books and support from home (see Early Reading action plan)*

Anectodal evidence, alongside evidence from reading records, shows that our disadvantaged pupils generally read at home less than ‘other’ pupils, and also have access to fewer books at home. The EEF guidance “Working with Parents to Support Children’s Learning” states, “helping parents to read in a more interactive way and prompting longer and more frequent conversations with their children are particularly important; the parent–child interactions that take place during shared reading are thought to be the key ingredient to their success (Castro et al, 2015).

*3. Self-regulation*

Self-regulation (cognition, metacognition and motivation) are reported by teachers to be an issue with a large number of our disadvantaged pupils. There is a strong body of evidence that demonstrating the importance of metacognition and self-regulation to effective pupil learning. The EEF teaching and learning toolkit rates ‘metacognition and self-regulation’ as a “high impact, low cost approach to improving the attainment of disadvantaged learners.”

Wider barriers

*4. Attendance*

Attendance in 2018-2019 was lower for disadvantaged pupils than for ‘other’ pupils (92.9% vs 95.9%), and also compared with national figures (95.8%). This equates to ‘other’ children attending for nearly 6 extra days per year, or over an extra half-term of school whilst they are with us.

**Progress & Attainment 2018-2019 [it has not been possible to update these due to the COVID lockdown]**

Attainment for Disadvantaged pupil is still not good enough. However, the gap does close from EYFS to the phonic screening score, and from EYFS to KS1 outcomes. Progress is within the average range, although it still reflects that progress for disadvantaged pupils whilst they are at Highfield Hall is not good enough.

Table 1: Disadvantaged KS2 Progress

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| 2018-2019 (n=16) | -2.23 | -0.43 | -1.43 |
|  | Average range | Average range | Average range |

Table 2: Disadvantaged KS2 Attainment 2018

|  |  |  |
| --- | --- | --- |
|  | **KS2 HHPS** | **KS2 National ‘other’** |
| **Reading** | 50% | 80% |
| **Writing** | 71% | 83% |
| **Maths** | 71% | 81% |

Table 3: Disadvantaged KS1 Attainment 2018, and gap narrowing 2016 at EYFS vs 2018 at KS1 **(n=26; each child makes 3.8% difference to the figures)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reading | | | Writing | | | Maths | | |
|  | Sch | National ‘other’ | Change from EYFS | Sch | National ‘other’ | Change from EYFS | Sch | National ‘other’ | Change from EYFS |
| **EXS** | 75% | 79% | +18% | 75% | 74% | +23% | 75% | 80% | +15% |
| **GDS** | 19% | 29% | +5% | 13% | 18% | +8% | 13% | 25% | +1% |

Table 4: Phonic Screening

|  |  |  |  |
| --- | --- | --- | --- |
|  | PP | National ‘other’ | Change from EYFS reading |
| Year 1 | 64% | 85% | +11% |

Table 4: EYFS

|  |  |  |
| --- | --- | --- |
|  | PP | National 2018 |
| GLD | 37.5%\* | 72%% |

Areas for development in EYFS were Understanding, Reading, Writing and Number, each with 37.5 (3/8 pupils) achieving the ELG.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary Information** | | | | | |
| Highfield Hall Primary School | | | | Date of most recent PP review | October 2020 |
| Academic year | 2020-2021 | Total PP budget | £157,640 |
| Total number of pupils | 412 (incl 26 Nursery) | Number of pupils eligible for PP | 115 | Date of next review | December 2020 |
| Number of LAC pupils | 1 | Amount of PP per pupil  LAC funding per pupil | £1,320  £1,900 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objectives for spending Pupil Premium Grant:** | | | | | | | | |
| * **Children are respectful** * **Children use critical thinking skills** * **Children are resilient and take risks** * **Children attend well and are on time** | | * **Children are curious** * **Children are physically healthy** * **Children are emotionally healthy** * **Children are creative** * **Children are compassionate** * **Children take responsibility**   **Children achieve their potential academically** | | | | | | |
| **Intended Outcome** | | **Success criteria** | | | | | **Actual Outcome (to be updated Summer 2021)** | |
| To raise standards and promote outstanding progress for learners in all subjects with a special focus KS2 | | Disadvantaged pupils’ progress KS2 progress is better than the national average for ‘other’ pupils [if there are reliable measures of progress and a level playing field in KS2 this year].  Disadvantaged pupils make accelerated progress across school from their post-lockdown starting points.  Children identified as having regressed since lockdown are supported to ‘catch up’ as by the Summer term. | | | | | All outcomes have been substantially affected by the pandemic. This has affected progress and attainment, and all external accountability measures have been cancelled this year. Following some ‘catch up’ in the Autumn term (although disrupted by periods of isolation), there was another national lockdown leading to further regression.  Planned CPD on oracy had to be postponed and will now take place in Autumn 2021.  The pandemic continues to affect children’s levels of happiness, anxiety, social skills and ability to self-regulate.  Remote learning was effective, and an improvement on lockdown 1, according to feedback from parents. | |
| Children have improved oracy, including having a wide knowledge of age-appropriate tier 2 words. | | Interventions shows good progress in vocabulary, sentence construction and understanding.  Reading outcomes show accelerated progress on PM benchmarking reading ages.  Teachers report improvements in oracy skills, using the Voice 21 | | | | |
| Ensure all staff, including TAs, staff make a significant impact on pupil learning through focussed and well planned interventions | | Pre- and post- screening on interventions shows good progress.  On average, disadvantaged children make accelerated progress across the year (on WRM scores, comparative judgement and PM benchmarking measures). | | | | |
| Children are happy and emotionally well regulated | | Pupil interviews show children feel happy in school.  All children can describe, and regularly use, self-regulation strategies. | | | | |
| Attendance at school is encouraged whenever it is safe to be in school. Remote learning is effective and supports family wellbeing as well as learning | | Feedback on remote learning from parents indicates that they are happy with the level of support for their children. | | | | |
| **Tier 1: Quality of Teaching** | | | | | | | | |
| **Objective area** | **Pupil premium activity** | | **EEF impact evidence** | **Cost** | **Intended outcome** | **Impact measure** | | **Actual Outcome** |
| **Children achieve their potential academically** | ‘Supported experiments’, for a PP focus, central to teacher appraisal | | EEF guide to the pupil premium: Teaching tier | N/A | Pedagogy reflects best practice in supporting disadvantaged pupils leading to improved attainment term-on-term | Termly challenge conversations show impact of actions, reflection and adjustment | | Supported experiments were unable to take place as planned in the Spring term due to COVID. |
| **Children are curious**  **Children use critical thinking skills** | Whole school curriculum designed to develop cultural capital | | See Ofsted inspection framework | N/A | All children access a wide range of extra-curricular opportunities | Increasing number of children accessing HHPS “Cultural Capital 50 Things” across the year. | | Inability to engage in extra-curricular activities due to COVID. |
| **Children achieve their potential academically** | Whole school training on oracy | | Oral language interventions +5 mths | £500 | Children know and use an increasing range of tier 2 words | Tier 2 words are identified in planning  Observations and pupil interviews show children know and use a wide range of age-appropriate tier 2 words | | Whole school training began in September 2020, however the increased pressure on staff due to COVID restrictions meant that this was rescheduled for the Spring term; we were then in lockdown during the Spring term. |
| **Children are emotionally healthy**  **Children are respectful**  **Children take responsibility**  **Children are compassionate** | Whole school approach to emotional wellbeing through Mind Up project | | Metacognition and self-regulation +7 mths | N/A | Observations and pupil interviews show children know a range of mindfulness and self-regulation strategies | Children can discuss how they use Mind Up approaches to support their wellbeing and emotional regulation. | | Children have engaged in the Mind Up project. Staff reported an improvement in emotional regulation prior to lockdown. Since the lockdown in Spring, however, we have a small but significant number of children struggling with self-regulation. |
| **Children are curious**  **Children are creative** | Curriculum enrichment activities | | Sports / arts participation  +2 mths | £8,000 | Disadvantaged pupils gain a wider range of experiences, which help them to integrate new information into existing schema | 100% of disadvantaged pupils engage in at least one extra-curricular activity (sport or enrichment) in the course of the year | | Inability to engage in extra-curricular activities due to COVID. |
| **Children achieve their potential academically** | Staff training and CPD (all staff including TAs) | | EEF guide to the pupil premium: Teaching tier | £1350 (£5000 overall x 0.27 (PP % in school) | Pedagogy reflects best practice in supporting disadvantaged pupils leading to improved attainment term-on-term | Termly challenge conversations show impact of actions, reflection and adjustment | | Mastery maths CPD sessions attended by all teaching staff throughout the Autumn term (WRM bar modelling), further training in Spring term and a new calculations policy - mastery learning +5 mths; new phonic scheme introduced across school (+4 mths), additional training on handwriting and spelling |
| **Children achieve their potential academically** | Daily feedback, and spaced learning and testing effect strategies | | Feedback  +8 mths | N/A | Pedagogy reflects best practice in supporting disadvantaged pupils leading to improved attainment term-on-term | Termly challenge conversations and work in books show best practice as agreed in Best Methods document | | Retrieval practice (testing effect) embedded in maths teaching (Flashback 4); yet to be embedded in other curriculum areas. |
| **Children achieve their potential academically** | Oracy is a major focus for professional development in the Spring term | | Oral language interventions +5 mths | £638 (315.95 x 40 book purchase | Oracy is taught effectively across school, with children using oracy skills in all areas of the curriculum | Children are assessed as having improved their oracy skills using the ocracy assessment toolkit | | Training paused due to COVID; rescheduled to start again September 2021. |
| **Children achieve their potential academically** | Staff complete WRM bar modelling training during professional development meetings | | Mastery learning +5 mths | £175 (WRM bar modelling course costs) | Children across school are comfortable using bar models to solve maths problems | Evidence in books shows children across school using the bar model. | | Training completed by all staff. Anecdotal evidence of bar modelling. Monitoring shows that there is increased use of bar modelling in books, although this is yet to be fully embedded. |
| **Children achieve their potential academically** | Remote learning | | Laptop provision | £0 (DfE funded) | Pupil premium children are able to access the curriculum remotely if isolating for 2 weeks | Every child has access to a laptop if needed | | School received 63 devices; 49 were loaned out (plus 4 children given internet access). No requests for devices were denied. |
| **Children achieve their potential academically** | Daily “Project Comprehension” sessions | | Reading comprehension strategies +6 mths | N/A (training last year) | Accelerated progress in reading. KS2 reading outcomes in line with national ‘others’ | Termly challenge conversations  KS2 reading results show positive progress | | Project comprehension strategies taught across KS2, with additional training delivered September 2020. There is anecdotal evidence of positive impact although the impact will have been affected by the Spring lockdown  . |
| Tier 2: Targeted interventions | | | | | | | | |
| **Children achieve their potential academically** | Talk boost intervention KS1 | | Oral language interventions +5 mths | £1092  (3 x 40 min session per week) | Packages of support delivered to target children  Children make progress against screening tools | Screening told & half termly challenge conversations | | Talk boost intervention unable to take place due to COVID ( |
| **Children achieve their potential academically** | ELKLAN intervention EYFS | | Oral language interventions +5 mths | £1092  (3 x 40 min session per week) | Packages of support delivered to target children  Children make progress against screening tools | Pre- and post CMT screening show accelerated progress | | ELKLAN strategies used across EYFS, although not consistently yet. CMT is proving not refined enough to measure the small steps of progress. The Spring lockdown has made objective measures of progress very difficult. |
| **Children achieve their potential academically** | Afternoon small group tuition based on morning learning | | Small group tuition +4 mths | £42,621.66 (TA salaries for the afternoon x 0.27 (PP % in school) | Children make accelerated progress against clearly identified gaps in learning | Termly challenge meetings, end of year outcomes | | Challenge meetings showed that target children were benefitting and making progress against the gaps, however other gaps were opening due to the time out of class. Lockdown in the Spring term prevented the groups from operating. |
| **Children achieve their potential academically** | Small group tuition in Y6 | | Small group tuition +4 mths | £6357  One hour per day | Children make accelerated progress in Y6, with gaps identified through gap analysis addressed | End of KS2 outcomes in line with ‘others’ nationally | | Small group tuition was planned for the Spring term but did not take place due to lockdown. No KS2 outcomes in 2021. |
| **Children achieve their potential academically** | Children access bespoke tuition targeting gaps in learning (TAs) | | Small group tuition  +4 mths | £42,621.66  (morning TA time, x 0.27 (PP % in school) | Children make accelerated progress, with gaps identified through gap analysis addressed | Children make accelerated progress in reading, writing and maths | | AfL showed small group tuition having a positive impact on learning, however lockdown made it difficult to assess the impact on small group tuition (term on term progress). |
| **Children are physically healthy**  **Children are resilient and take risks** | Forest schools club (PP focus children) | | Outdoor adventure learning +4 mths | £3300.68  (M6 teacher 2 hours per week) | Disadvantaged pupils gain a wider range of experiences, which help them to integrate new information into existing schema | Children identified as having SEMH issues following lockdown show improvements in their mental health and behaviour in school | | Forest school was successfully run in all weeks outside of lockdown. This has had a significant beneficial impact on children’s wellbeing. |
| Tier 3: Wider Outcomes | | | | | | | | |
| **Children are resilient and take risks**  **Children are physically healthy** | PP children attend residentials designed to build resilience | | Outdoor adventure learning  +4 mths | N/A | 100% participation in residentials by children in receipt of pupil premium.  Increased levels of resilience shown | Measure % of children attending residentials (if possible this year) | | Residentials did not take place due to COVID. |
| **Children are physically healthy**  **Children are respectful** | Additional play leader to engage children in lunchtime activity / manage behaviour | | Behaviour interventions +3 mths | £4000 | Behaviour at lunchtimes is exemplary | Fewer red/orange cards at lunchtime year on year. | | Behaviour at lunchtime was improved prior to the Spring lockdown, however this may also be due to play taking place in bubble ‘zones’. Since Spring the behaviour of most children has remained good, however a small minority of children have struggled significantly with their emotional regulation, leading to a number of significant behaviour issues. |
| **Children are emotionally healthy** | Small group sessions focussed on emotional regulation | | Self-regulation strategies +7 mths | £1092  (2 hours weekly) | Children can talk about and regularly use self-regulation strategies. | Pupil interviews / questionnaires show children feel happier and more able to self-regulate | | The member of staff due to deliver these interventions was shielding for most of the Autumn term, and lockdown in the Spring term. She will begin delivering these in Summer 2021. |
| **Children are resilient and take risks**  **Children are emotionally healthy** | Enhanced inclusion and bespoke support for PP pupils with SEN | | Social and emotional learning  +4 mths | £6327.61  (2 days release x 0.27 (PP % in school) | 1:1 bespoke support for emotional support is planned and delivered  Early intervention for families in crisis is accessed in a timely fashion | High % of EHCP/GRIPS requests being accepted.  Additional funding for support brought into school  Lunchtime provision accessed | | All EHCP and all but 1 GRIP requests have been granted. An additional £102,000 has been brought into school to support children with additional needs. |
| **Children are emotionally healthy** | Sensory garden area for vulnerable children to use for self-regulation | | Self-regulation +7 mths | N/A | Target children access sensory area when needed and are therefore able to access their learning effectively between breaks. | Pupil and staff interviews | | We are unable to use the sensory garden due to COVID apart from for one child, who has benefitted from this resource. |
| **Children are resilient and take risks**  **Children are emotionally healthy** | Sensory breaks vulnerable pupils | | Behaviour interventions +3 months | £1688.83 (half hour per day + £200 resources) | Target children access sensory circuits and are therefore able to access their learning effectively between breaks. | Improvements in Boxall profile outcomes. | | Sensory breaks have been established for several of our vulnerable learners. This has had a beneficial impact, but only with a significantly higher level of support than initially planned. |
| **Children achieve their potential academically** | Parent workshops / modelling (e.g. phonics training, bedtime story time) | | Parental engagement  +3 mths | N/A | Parents report that they are more able to support their children’s learning at home | Number of parents accessing the sessions  Parental feedback | | Parent workshops unable to go ahead due to COVID restrictions. Online resources provided for parents, but no data regarding update or impact. |
| **Children attend well and are on time** | Attendance panel interviews for parents of PA pupils | | EEF guide to the pupil premium: Wider outcomes tier | N/A | Attendance for targeted pupils improves for times when they are not isolating. | There is an improvement in attendance for target pupils (excluding isolation) | | Attendance has been affected by COVID and isolating, making any comparison impossible. Children with poor attendance are using COVID symptom as the reason for absence. |
| **Children attend well and are on time** | Home visits by Head teacher for safe and well checks / persistently absent children | | EEF guide to the pupil premium: Wider outcomes tier | N/A | Attendance for targeted pupils improves for times when they are not isolating. | There is an improvement in attendance for target pupils (excluding isolation) | | Home visits have taken place and have successfully identified that children are safe and well, although they have not improved attendance for our most vulnerable families. |