**HIGHFIELD HALL PRIMARY SCHOOL**

PUPIL PREMIUM SPENDING PLAN 2019-2020

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**



**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**

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 | September 2019 |
| Academic year | 2019-2020 | Total PP budget | **£129,320** |
| Total number of pupils | 403 (incl 33 Nursery) | Number of pupils eligible for PP | 107 (26%) | Date of next review | December 2019 |
| Number of LAC pupils | 0 | Amount of PP per pupilLAC 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 2020)** |
| 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.KS2 attainment for disadvantaged pupils is in line with ‘other’ pupils nationally.Disadvantaged pupils make accelerated progress across school. | Unable to comment on this due to COVID. |
| Children have improved oracy, including having a wide knowledge of age-appropriate tier 2 words. | Pre- and post- screening on interventions shows good progress in vocabulary, sentence construction and understanding.Reading outcomes show a year-on-year improvement.Observations in class show children engaged in articulate discussions using a wide range of vocabulary. | Progress was being made towards this target, however we are unable to comment on final outcomes due to COVID. |
| 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. | Unable to comment on this due to COVID. |
| 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.Reduction in number of orange / red cards at break and lunchtime. | Good progress was being made on their outcome prior to lockdown. Children were using the language of the ‘Mind up’ programme, and implementing the strategies taught. Anecdotal evidence from teachers was that this was having a positive impact on behaviour. Ofsted quoted “pupils are happy and safe.” |
| Attendance of disadvantaged pupils is in line with ‘others’ within school, and with the national average (95.8% in 2018). | Attendance of disadvantaged pupils is above 95.8%. | Unable to comment on this due to COVID. |
| **Tier 1: Quality of Teaching** |
| **Objective area** | **Pupil premium activity** | **EEF impact evidence** | **Cost** | **Intended outcome** | **Impact measure**  | **Actual Outcome****Good progress****Progress made but not completed****Not able to be completed / no outcome measure** |
| **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 | Half termly challenge conversations show impact of actions, reflection and adjustment | Attainment improved over the Autumn term from baseline.  |
| **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. | The 50 things were mapped out but not completed 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 planningObservations and pupil interviews show children know and use a wide range of age-appropriate tier 2 words | Training was completed, and staff were beginning to implement these strategies. This was delayed by Ofsted, and then COVID. |
| **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 | £2500 (cover & travel for training) | Observations and pupil interviews show children know a range of mindfulness and self-regulation strategies | Fewer orange and red cards at lunch/break time term-on-term | The training was delivered and staff were implementing brain breaks / teaching the sessions. Anecdotally this was having a positive impact on behaviour. |
| **Children achieve their potential academically** | Weekly formative assessment ‘huddles’ with PP focus | Feedback +8 mths | £1271.40(Weekly release 30 minutes x 2 | Improved attainment term-on-term | There are evident changes to weekly planning based on huddle conversations | Huddles were taking place; internal attainment improved from baselines. |
| **Children are curious****Children use critical thinking skills****Children are compassionate** | Weekly Philosophy for Children sessions (teachers also released for curriculum development in this time) | P4C +6 mths <http://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children-effectiveness-trial>  | £2542.80 (2 hours per week) | Pupils generate and engage in critical thinking around a range of ‘chewy’ questions. | Pupil interviews / P4C notes show children are engaging with ‘chewy questions” | P4C sessions were delivered prior to COVID. Children engaged well with these. Anecdotal evidence showed this was having a positive impact (e.g. conversations at home about ‘chewy’ topics). |
| **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 | Many disadvantaged pupils took part in enrichment activities. We were on course to achieve this outcome prior to the COVID lockdown. |
| **Children achieve their potential academically** | Staff training and CPD (all staff including TAs) | EEF guide to the pupil premium: Teaching tier | £1890 (£7000 overall x 0.27 (PP % in school) | Pedagogy reflects best practice in supporting disadvantaged pupils leading to improved attainment term-on-term | Half termly challenge conversations show impact of actions, reflection and adjustment | The ‘best methods’ document, alongside challenge conversations, showed an increase in staff using best practice (e.g. retrieval practice). |
| **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 | Lesson visits, half-termly challenge conversations show best practice as agreed in Best Methods document | Staff are implementing the best methods approaches (evidence includes comments from Ofsted). |
| **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’ | Half termly challenge conversations KS2 reading results show positive progress | Unable to judge on the outcome measure due to lack of SATS tests. |
| Tier 2: Targeted interventions |
| **Children achieve their potential academically** | Speech and language screening in EYFS | Oral language interventions +5 mths | £2412.40 (2 weeks screening) | Children with speech and language issues are identified at the earliest opportunity | Screening is completed on all EYFS pupils | Screening was completed on all children and language issues identified. |
| **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 childrenChildren make progress against screening tools | Screening told & half termly challenge conversations | Talk Boost took place across KS1; this was having a positive impact prior to the COVID lockdown. |
| **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 childrenChildren make progress against screening tools | Pre- and post CMT screening show accelerated progress | The post screening was not possible due to the COVID lockdown. |
| **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 | Half termly challenge meetings, end of year outcomes | Reading interventions is having a significant impact on children’s ability to use inference |
| **Children achieve their potential academically** | Small group tuition in Y6 | Small group tuition +4 mths | £6357One 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 | Children were making accelerated progress, however we are unable to judge on the outcome measure due to lack of SATS tests. |
| **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 | Children were making accelerated progress prior to the COVID lockdown. |
| **Children are physically healthy****Children are resilient and take risks** | Forest schools club (PP focus children) | Outdoor adventure learning +4 mths | £1907.10 (1.5 hours per week) | Disadvantaged pupils gain a wider range of experiences, which help them to integrate new information into existing schema | 90% of targeted disadvantaged pupils attend forest school club | Targeted disadvantaged pupils accessed the forest school club prior to the COVID lockdown. |
| 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 | Only 1 residential was able to take place, which had been booked prior to me starting. Unable to assess this 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 was improving prior to lockdown, with fewer red/orange cards. |
| **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 | Focus groups showed children were able to talk about their amygdala, and strategies they could use to self-regulate. |
| **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 deliveredEarly intervention for families in crisis is accessed in a timely fashion | High % of EHCP/GRIPS requests being accepted. Additional funding for support brought into schoolLunchtime provision accessed | Every EHCP that was requested was granted (3 to date). There was a significant increase in the funding being brought into school to support disadvantaged SEND pupils. |
| **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 | The garden was not created (COVID lockdown) |
| **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 were taking place, however there were no ‘post’ Boxall profiles due to lockdown. |
| **Children achieve their potential academically** | Parent workshops / modelling (e.g. 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 attendingParental feedback | These did not take place due to COVID; materials were placed on the website which were commented upon positively by Ofsted. |
| **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 is at least 95.8% | Termly attendance improves (compared to similar time point in 2018-2019) | Attendance panels did not take place. |
| **Children attend well and are on time** | “Wakey Wakey” bags (alarm clock, tooth brush, flannel, soap) provided to Y5/Y6 children with poor attendance who walk to school alone. | EEF guide to the pupil premium: Wider outcomes tier | £100 | Target children attend school regularly. | Improvement in attendance for target children from before to after Wakey Wakey bags were provided | This was planned, but did not go ahead due to the COVID lockdown. |
| **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 is at least 95.8% | Termly attendance improves (compared to similar time point in 2018-2019) | Home visits were taking place however It is not possible to judge this outcome due to the COVID lockdown. |
| **Total** | **130,126.50** |  |  |  |
| **Difference from allocated funds** | **+806.46** |  |  |  |

**Additional information**

Poor reading comprehension skills, from the age of 8 onwards, are largely a result of a lack of vocabulary knowledge (Education Mobility in England, Sutton Trust, 2010), and disadvantaged children show declining reading comprehension as their limited vocabulary comes to constrain what they can understand (The reading crisis- why poor children fall behind, Chall, 1991). The ability to draw inferences predetermines reading skills - poor inferencing causes poor comprehension not vice versa. (Effective Teaching of Inference Skills for Reading, Kispal, 2008).

Children from the age of 8 upwards make greater improvements in reading when provided with interventions that develop their oral language rather than targeting reading comprehension skills. Socially disadvantaged children can bridge the language gap more quickly if they work with adults that have the right kind of conversations with them. (Building vocabulary in high poverty children, Hank and Deacon, 2008)