

Pupil premium strategy statement

School overview

	Data
School name	Highweek Community Primary and Nursery School.
Pupils in school	346 including nursery
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£148,000
Academic year or years covered by statement	2019-2021
Publish date	25 th February 2020
Review date	24 th January 2021
Statement authorised by	Judy Martyn
Pupil premium lead	Victoria Benfield
Governor lead	Sharon Vaughan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.27
Writing	0.21
Maths	-1.76

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	31%
Achieving high standard at KS2	6%
Measure	Activity
Priority 1	<p>Keeping our work on Learning dispositions and GM at the core of our work. Continue to build upon the shared language and strategies for learning we have developed across the school. In particular, we will be targeting disadvantaged pupils identified through our venn diagrams who have additional barriers that may prevent them from making progress.</p> <p>Ensure that our curriculum review explicitly links our approach to learning dispositions with the focus on Quality of Education. SDP priority 1. Meta-cognition and self-regulation EEF impact +7months.</p>

Priority 2	Ensure that quality provision mapping supports closing learning and skills gaps in core subjects. Pupil Progress meeting outcomes to look at the performance and inclusion of vulnerable children. Develop conferencing (feedback) with children, as this will have significant impact on underachieving pupils. SDP priority 2. Feedback EEF impact +8 months.
Barriers to learning these priorities address	A high proportion of our disadvantaged children have additional factors, for example, 67% of our disadvantaged children had additional barriers that hindered their access to learning and the progress they were able to make. Analysis of performance of disadvantaged pupils shows that where children are pupil premium only, by the end of Key Stage 2, attainment they are either in line or above other groups in individual subjects. We have identified where pupil premium children have additional factors such as SEND or other social factors. These have impact onto their ability to meet the expected standard.
Projected spending	£ 63,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Strengthen Reading comprehension skills across the curriculum, including developing the use of vocabulary across the whole curriculum, dialogue, reasoning and P4C with PP pupils. Achieve national average progress scores by the end of Key Stage 2. SDP priority 2. Reading comprehensions strategies EEF impact +6 months.	Impact evidenced by Summer 2021
Progress in Writing	Develop feedback that the children receive so that it is more specific and focused and adds greater progress in writing. Develop our use of effective feedback across our community, such as peer to peer feedback in developing our practice and models. Maintain and increase average progress score by the end of Key Stage 2. SDP priority 1. Feedback EEF impact +8 months.	Impact evidenced by Summer 2021
Progress in Mathematics	To strengthen children's mastery learning ability to include: reasoning, problem solving, number sense, fluency and efficiency. Attitudes/Growth Mindset and Feedback. Linked to Learning Intentions and Success Criteria. Achieve national average progress scores (by the end of Key Stage 2. SDP priority 3. Mastery Learning EEF impact +5 months.	Impact evidenced by Summer 2021
Phonics	71% of pupil premium achieved the phonic standard in 2018/2019. To target the children who did not meet the standard in Year 1 to ensure they pass this academic year. This includes targeted 1:1 booster	Impact evidenced by Summer 2021

	catch up sessions. All children to have met expected standard by the end of Key Stage 1. Targeted Language and Literacy support within Key Stage 2. SDP priority 2. Phonics EEF impact +4 months	
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Speech and language interventions and groups. Early referrals to speech and language for support and assistance. One member of staff to attend all EYFS speech and Language appointments in school to then be able to implement and share targets with other staff. Oral Language interventions EEF impact +5months.
Priority 2	To be able to provide the pupils with a safe and supportive setting in order for them to be able to complete preview learning tasks. Bursary to be made available to selected pupils to ensure inclusion within the Eleven before eleven. Forest school access for identified children. Small group tuition EEF impact +4months, Outdoor Adventure Learning EEF impact +4months, Preview Homework EEF impact +5months
Barriers to learning these priorities address	Improving the speech and language skills and readiness to learn for the most disadvantaged pupils within EYFS. Sufficient provision and access for children to undertake preview learning. Clarity of identification of those children.
Projected spending	£47,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop a curriculum for pupils attending Preview Club and supported lunch provision that meets the needs of the pupils. Create a framework using the ASK model to support pupils in strengthening their resilience and self-regulation. Social and Emotional Learning EEF impact +4months.
Priority 2	For children to be able to make good or better progress because they are more emotionally stable and secure. Through stronger partnership working with vulnerable families who are able to access wider support in the community. The gap will close for the children in their learning as they make accelerated progress. Meta cognition and self-regulation EEF impact +7months.

Barriers to learning these priorities address	Development of high quality pastoral support team to support the readiness to learn of disadvantaged pupils. High levels of deprivation leading to large safeguarding workload and SEMH workloads. Low levels of aspiration and motivation to learn. Low levels of attainment on entry and school readiness including speech and language. Increased numbers of parents/carers who are managing poor mental health. Availability of external agencies to support and work with families.
Projected spending	£37,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the consistency of practices are maintained, and developed due to staffing changes, including SLT.	Use of HLTA's to ensure regular release and monitoring activities for subject leaders and Phase Leaders. PPA changes for parallel classes to collaborate.
Targeted support	To secure permanent base and organisation of Preview Hub with full time provision. To ensure speech and language support to be able to take place consistently.	Funding secured for the conversion of accommodation to a Preview Hub. Staffing structure created to allow Preview Hub to be staffed full time.
Wider strategies	Capacity to deal with the volume of need for families. Access to appropriate services for families.	Accessing support, training and guidance from Early Help and other external agencies. Use of Pinpoint and other signposting services to help families.

Review: last year's aims and outcomes

Aim	Outcome
To continue to improve oral language skills for pupils eligible for PP in Year 1 and equip them with the language and communication skills to access the curriculum and learning at an age appropriate level. Strengthen reading skills through a systematic approach to early reading and writing and then use the good progress made here to build reading in greater depth and understanding at KS2.	<p>Pupils eligible for PP in Year 1 make rapid progress by the end of the year so that 60% eligible for PP meet age related expectations.</p> <p>End of Yr. results for 2019 Yr 1</p> <p>Reading 88% PP 79 %</p> <p>Writing 58% PP 50%</p> <p>Maths 72% PP 64%</p> <p>Year 1 Phonics</p> <p>All children 88% PP79% -9% GAP</p> <p>By end of Year 2 2019</p> <p>Retake children only83% PP 100% +17% GAP.</p> <p>All children 98% PP 100% GAP +2%</p> <p>This gap did not close at KS1 – all children 68% and PP 28% -40% GAP. However by the end of KS2 this gap has narrowed with only -2 GAP.</p>

	<p>Children’s dialogue and reasoning skills to support improved understanding and deeper thinking in learning.</p> <p>Completion of closing the vocabulary gap project training across the whole school.</p> <p>Increased use of Tier 2 and Tier 3 vocabulary in all curriculum areas has continued to be focus. External evaluation recognised the impact this project on pupils language and written work. Our pupils books have been used as model of good practice.</p>
<p>Target groups (PP/SEND and MAT) identified and are provided with the opportunity to make accelerated progress through clear and specific use of resources in developing their using and applying and reasoning.</p>	<p>All PP pupils make greater progress. Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 1 and 2 in maths.</p> <p>Venn diagrams for 2019 identify that where pupils are PP but have no SEND or other factors, they are in line with or close to school non PP and NA.</p> <p>Yr.2 2019 PP Reading 75%, Writing 75%, Maths 75%.</p> <p>Yr6. 2019 PP Reading 67%,Writing 83%, Maths 67%.</p>
<p>Promote well-being and good mental health for all children using the philosophy of Growth Mindset and Mind UP. This will lead to greater levels of self-regulation which impacts on the progress they make in all areas of development. Click or tap here to enter text.</p>	<p>Pupils are more resilient in test situations and see an increase in the scores they achieve.</p> <p>There is an increase in the number of children being given roles and responsibilities within the school. There is an increase in the participation in representing the school within the community. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). There is an increase in the number of children attending after school and holiday clubs that are offered. There is a good uptake on courses being run to support parents as well as children.</p> <p>69 % of PP pupils had roles of responsibility such as Pupil Advocates and Playleaders.</p> <p>23 % reduction in the number of instances of poor behaviour. The number pupils who are involved instances of poor behaviour has decreased and these pupils managed via support in lunch club and the pastoral hub.</p> <p>30% of sports teams representing school were made up of PP pupils.</p> <p>After school clubs and sports: 37% uptake by PP pupils.</p>