**Highfield Primary School Pupil Premium 2019/20**

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| Number of pupils on roll |  |
| Number of pupils eligible for PP | 129 |
| Amount of PPG received | £1320 per pupil  £1900 per pupil |

Aims to support PP pupils in school

* To further develop language and communication skills
* To close the attainment gap in Reading
* To close the attainment gap in Writing
* To close the attainment gap in Mathematics
* To continue to improve confidence, independence and self esteem
* To continue to improve the wider opportunities available for all our pupils
* To continue to improve attendance and punctuality
* To continue to develop parental engagement, support and partnership work to remove barriers to learning
* For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

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| **Provision/intervention** | **Funding allocated** | **Purpose** | **Impact** |
| Educational Psychologist services & Counsellor | £6028  £3856 | Specialist social and emotional support and advice for specific pupils | Staff received advice and support how to support pupils. Personalised learning and strategies for specific needs implemented to ensure pupils made progress throughout the year in both their social/emotional and academic learning. |
| Learning Mentors | £18,695 | Support for children and families.  Engagement in learning, improved confidence and self-esteem. Reducing and removing barriers for target children. Supporting attendance/punctuality | Large amount of emotional support given to families and children. Families have been directed to other outside agencies offering support for well- being, mental health and behaviour support. Children have been supported through direct work to enable them to access learning in the classroom. Learning Mentors spending time with class teachers to ensure support is continued throughout the day. Work completed on social skills has impacted on how children behave in the classroom and outside. Families provided with food parcels when in need.  Learning Mentors have been available to instantly address and resolve any social and emotional issues with specific children, ensuring they don’t miss out on learning time in the classroom. |
| Additional TAs in specific class and allocated to specific children | £17,044  £18,462  £14,673 | Extra TA in EYFS and KS2 classes to support target children to ensure children with SEND are supported effectively | Pupils in EYFS have had smaller group sessions that are tailored to their specific needs. Speech and language programmes in place and completed daily, progress has been made by pupils (SALT therapist has made comment on good progress made by pupils)  EHC and IEP targets worked on during 1:1 time and have also been able to be supported with this throughout Continuous Provision by TA |
| Intervention Teacher | £15,959 | Intervention teachers working in KS2 to support pupils with SEND or those who are well below ARE | Targeted support, specific to individual children has had a positive impact on children’s self-confidence and a direct impact on progress. |
| Educational visits  Hothersall Lodge | £8500  £4000 | To give financial help towards trips in school for families who are on FSM or just above that financial threshold | Children have had experiences that have improved self-confidence, self-esteem and on their team building skills. Wider learning opportunities have enabled children to experience and learn new things to support vocabulary development, support a deeper understanding of the wider world and given them the ability to discuss and explain their new learning and understanding of topics they have covered. |
| Nurture | Staff - £8,674 & £13,751 | To ensure pupils are identified early and given timely support. Nurture class to run every morning, LM and TA to support children in the nurture class. | Only half of the year completed due to COVID  Pupils were supported and taught strategies linked to their self-esteem, self-confidence and behaviour enabling them to access learning in the classroom, develop their social and interaction skills. Children were transitioned back into classes and the majority have made good progress in reading, writing and maths |
| Breakfast Club - staffing | £2000  £2000 | To ensure pupils are at school on time and have eaten an appropriate breakfast | There has been an improvement in children’s attendance/punctuality when accessing breakfast club. Specific children were targeted to attend (as well as children of working parents) |
| Uniform | £400 | To support families who require financial assistance and/or who have had to go into a refuge | Pupils have new uniform that is the right size to ensure they feel included and not self-conscious |
| Dinners and Milk | Meals - £21,658  Milk - £800 | To ensure pupils have a healthy meal every day. To financially support PP families | Pupils have a healthy meal every day, ensuring they are not hungry and are able to concentrate during lessons. |
| Resources | £3000 | To support pupil’s learning and ensure resources are up to date and relevant to pupil’s learning needs and | Resources are used in classrooms and during intervention groups. Resources have provided added support for pupil’s learning and enabled Teacher’s to continue to provide high quality provision throughout the curriculum to ensure high quality learning in all areas. |

Total: £158,700

Actions and Impact

* The progress of the pupil premium children is discussed at termly Pupil Progress meetings.
* Once Teacher Assessments have been completed each term all staff have detailed Pupil Progress meetings and are accountable for the attainment and progress of all children including those who are PP.
* Children who underachieved or made insufficient progress in the previous academic year are also included in the teacher’s Appraisal process and further actions are implemented where necessary.
* The date of the review of the PP strategy will be at the end of the financial year and will be reported on at Full Governors in the headteacher’s report to Governors each term.
* All staff are aware of PP children in their class. Pupil’s progress to be monitored and in-class intervention used to ensure good progress is made. Extra TA support in class and extra guided sessions given throughout the week by the class teacher.
* PP pupils read at least three times a week by CT, TA or welfare staff to aid fluency, vocabulary and comprehension.
* Positive impact from Learning Mentor support; caseloads to be de-esculated, as families are become more engaged with school and have accessed the support provided.
* Advice taken from Educational Psychologists and implemented into individual’s curriculum
* Pupil specific interventions are delivered through the counsellor and learning mentor
* The Counsellor runs play therapy sessions once a week for targeted, vulnerable children. Support has provided children with coping strategies so they could manage/self- regulate with their individual crises and achieve in school.
* All children who are not on track are either on an IEP and receive daily support, receiving intervention/TA support in class, Sp&L, EAL support, read daily in school or are in the nurture class.

Attainment of Pupil Premium Pupils

End of KS1 (38% of the cohort are Pupil Premium)

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| 2019-20 |  |
| Reading  % of pupils on track | 64% |
| Writing  % of pupils on track | 64% |
| Maths  % of pupils on track | 71% |

End of KS2 (70% of the cohort are Pupil Premium

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| 2019-20 |  |
| Reading  % of pupils on track | 61% |
| Writing  % of pupils on track | 43% |
| Maths  % of pupils on track | 43% |

Next steps

Continue with appropriate interventions across school but all KS2 pupils to remain in class during afternoon sessions to ensure they receive a broad and balanced curriculum and do not miss out on wider curriculum learning and experiences.

Ensure all pupils access English, Maths, spellings/phonics lessons and intervention sessions where appropriate.

Fast Track Phonics interventions used for Y2 pupils who have not met ARE

Talk Boost intervention to be used in Rec and KS1 to support pupils with poor language and confidence.

Reading for pleasure opportunities used to develop vocabulary, language and comprehension throughout the school.

Specific/focused vocabulary teaching throughout school to ensure gaps are narrowed as research shows that disadvantaged children are lacking in their vocabulary which has an impact on their reading comprehension.