



## Appendix 1: Pupil Premium Impact Analysis and Action Plan 2015-2016



Phase/Subject: Pupil Premium

Leader: Andy Blount

At Highfield Primary School, pupil premium funding is used to support the following priorities identified in the School Improvement Plan (SIP):

- To ensure that pupils continue to make substantial and sustained progress
- To continue improving standards of achievement in English and Maths, including closing the gaps in achievement between groups
- To ensure that teaching and learning is at least good or outstanding
- To provide a stimulating and engaging Creative Curriculum that allows opportunities to transfer skills across other curriculum areas (2014-15)

From these priorities and through data analysis we are able to formulate the following targets:

- To close the gap between disadvantaged and non-disadvantaged children who achieve level 5 combined at the end of Key Stage 2.
- To narrow the gap between the % of disadvantaged and non-disadvantaged children achieving more than expected progress in writing by the end of Key Stage 2
- To ensure a greater number of Disadvantaged Children get level 3's in Reading, Writing and Maths by the end of Key Stage 1
- To close the gap in Level 3 mathematicians between Disadvantaged and Non Disadvantaged children currently standing at -17% by the end of Key Stage 1
- To provide a stimulating and engaging Creative Curriculum that allows opportunities to transfer skills across other curriculum areas

Focus (from SIP)	Actions	Impact
<p>To continue improving standards of achievement in English and Maths, including closing the gaps in achievement between groups            To ensure that pupils continue to make substantial and sustained progress</p>		
<p><b>To increase capacity to enable targeted intervention which will accelerate learning</b></p>	<ul style="list-style-type: none"> <li>• Embedding three TA posts, one for KS2 Literacy one for a Numeracy specialist and one aimed at targeting disadvantaged pupils in KS1</li> <li>• Appoint a TA to work in Year 1 and the Early Years</li> <li>• Employment of a 1<sup>st</sup> @ number trained, maths specialist Teaching Assistant</li> <li>• Ensure Tutoring is available for LAC</li> </ul>	<ul style="list-style-type: none"> <li>• Has allowed us to target specific children and provide appropriate support.</li> <li>• Implementation of before school and after school Maths clubs for disadvantaged children</li> <li>• All children who have received after school maths tutoring have made more than expected progress</li> <li>• Evidence of accelerated progress in KS1 and KS2</li> </ul>
<p><b>To ensure that the in school gap between PP and non PP children achieving combined S or S+ has closed by the end of year 6</b></p>	<ul style="list-style-type: none"> <li>• Earlier identification of these pupils and targets set accordingly.</li> <li>• Targeted interventions</li> <li>• AHT's and Year 6 team to run afterschool 1:2 tutoring aimed at HA children in Writing and Maths</li> <li>• PP maths TA to take group of High achieving PP children 4 sessions per week</li> <li>• AHTs to take sets in Year 6 for English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Gap between disadvantaged and non-disadvantaged children has closed from 43% to 5%. This represents a % increase of 38% last year.</li> <li>• The % of disadvantaged pupils achieving level 5 combined has increased by 22% from 2014.</li> <li>• Current Year 6 are making outstanding progress and are in line with non pupil premium in reading and writing though slightly behind in maths at higher levels and reading at S+.</li> </ul>
<p><b>To close the gap between % of Pupil Premium and Non Pupil Premium children achieving more than expected progress</b></p>	<ul style="list-style-type: none"> <li>• Earlier identification of these pupils and targets set accordingly across the school.</li> <li>• Targeted interventions in Year 2</li> <li>• Year 6 run tutoring sessions 1:4 after school funded by PP</li> <li>• CPD to raise teacher awareness of who these</li> </ul>	<ul style="list-style-type: none"> <li>• The gap has closed by 19%; disadvantaged pupils are roughly in line with non disadvantaged pupils.</li> <li>• The % of disadvantaged pupils making more than expected progress has increased by 23%</li> </ul>

<p><b>in writing</b></p>	<p>children are, what we can offer and our expectations of them</p> <ul style="list-style-type: none"> <li>• Implementation of Freshstart phonics support for identified children in Year 5</li> <li>• Performance of PP children is now part of performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Current Year 6 are making outstanding progress and NPP and PP are in line at W+ and S</li> </ul>
<p><b>Increase the % of children achieving S+ by the end of KS2</b></p>	<ul style="list-style-type: none"> <li>• Primary maths Challenge: Children from Year 6 will be entered into the Primary maths challenge competing against HA children across the country.</li> <li>• Achieving Level 5 maths masterclasses to be held at Highfield</li> <li>• Achieving level 6 maths masterclasses to be attended by children in Year 6</li> <li>• AHT to tech a for HA PP.</li> <li>• AHT to teach PP booster sessions before SATS</li> </ul>	<ul style="list-style-type: none"> <li>• The % of pupil Premium children achieving Level 5 in Maths increased by 27% last year</li> <li>• Currently 30% of PP children on track to reach S+</li> </ul>
<p><b>Increase % of children making more than expected progress by 10%</b></p>	<ul style="list-style-type: none"> <li>• Deployment of a PP maths TA</li> <li>• Provide training for existing TA's in Year 6</li> <li>• Identify and target set for Pupil Premium children earlier in the year</li> <li>• Provide tutoring for children who are at risk of underachieving and the most able</li> <li>• Provide morning clubs to assist with core maths concepts e.g. place value.</li> </ul>	<ul style="list-style-type: none"> <li>• The % of Children making more than expected progress rose from 44% to 64%. This represents a 20% increase.</li> <li>• Current Year 6 making outstanding progress</li> </ul>
<p><b>To close the gap between PP and non PP children achieving level 3 in maths by the end of Year 2</b></p>	<ul style="list-style-type: none"> <li>• Focussed groups run by PP maths specialist TA using 1<sup>st</sup> @ Number</li> <li>• Regular target setting meetings between AHTs and Year 2 team</li> <li>• Implementation of a level 3 group run by maths TA</li> </ul>	<ul style="list-style-type: none"> <li>• Last year saw a % change in attainment by disadvantaged pupils of +32%.</li> <li>• The % of disadvantaged pupils achieving level 3 last year was 16% higher than non disadvantaged and 12% higher than the previous year.</li> </ul>

<p>EYFS and Year 1: Identify and implement targeted support for children in EYFS and Year 1</p>	<ul style="list-style-type: none"> <li>• Early analysis of key areas of concern</li> <li>• Employ of EYFS pupil premium support staff for start of Spring term</li> <li>• Lego maths club subsidised by the school for Year 1 children</li> </ul>	<ul style="list-style-type: none"> <li>• Employed a TA who worked with targeted groups to accelerate progress.</li> </ul>
<p>To further close the in school attainment gap between disadvantaged and non-disadvantaged children in current Year 5.</p>	<ul style="list-style-type: none"> <li>• Continue with year group data story</li> <li>• Continue to provide targeted interventions aimed at children in this year group</li> <li>• Monitor children's progress half termly</li> </ul>	<ul style="list-style-type: none"> <li>• Gap at least maintained, partially closed between PP and non PP in maths though gap still exists</li> </ul>
<p>To provide a stimulating and engaging Creative Curriculum which allows opportunities to transfer skills across the whole curriculum To ensure that Teaching and learning is at least good or outstanding</p>		
<p>To provide a stimulating and engaging school curriculum, which allows opportunities to transfer skills across other curriculum areas</p>	<ul style="list-style-type: none"> <li>• Resident poet to work with targeted groups including Pupil Premium, LA/MA and EAL as well as with teachers.</li> <li>• Curriculum enrichment opportunities for HA pupils such as, maths masterclasses and public speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Children won national competitions</li> <li>• Created awe and wonder evident through display and video.</li> <li>• Raised the profile of the school including the creation of a film and book leading to Mrs Kemal presenting at the Headteachers conference</li> <li>• Children able to take part in coding/keyboard lessons/specialist Music, Art, Drama and sports sessions</li> </ul>
<p>To provide a stimulating &amp; engaging school curriculum that provides opportunities to enrich the SMSC, well being of children within the school in line with the schools values</p>	<ul style="list-style-type: none"> <li>• Subsidise or part subsidise trips, clubs and new opportunities that benefit the "whole child"</li> <li>• Provide and subsidise extra curricular clubs</li> <li>• Provide extra curricular support for parents/carers (language and healthy lifestyle)</li> <li>• Encourage correct choices by rewarding exemplary behaviour through theatre visits and trips</li> </ul>	<ul style="list-style-type: none"> <li>• Children have had access to a curriculum that suits the needs of the school and local community. They have had experiences that have allowed them to excel academically and socially.</li> <li>• We offer 12 new extra curricular clubs Increased parental participation in school activities</li> </ul>

<p>To widen the range of extra curricular opportunities on offer for children.</p>	<ul style="list-style-type: none"> <li>• Increased the number of extra curricular clubs on offer for the third successive year.</li> <li>• Extra curricular opportunities for more able PP children include, Primary Maths Challenge, Dance Festival, Coding Club, Poetry clubs ran by our resident poet and a Science mastery club.</li> <li>• Subsidised breakfast and after school clubs have been made available.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater % of children took part in extra curricular activities</li> <li>• Children from Highfield were able to compete at a higher level suitable to their ability e.g. KE, TW, VM, AS</li> <li>• Allowed children to be fed and settled ready to learn.</li> </ul>
<p>To ensure high quality teaching and learning in all areas of the curriculum</p>	<ul style="list-style-type: none"> <li>• Appointment of ICT professionals to assist in curriculum planning and teaching</li> <li>• Appointment of a P.E. coach to work alongside teachers</li> <li>• We have produced a selection of short video clips available on the school website which aim to share how we teach phonics with the whole school community</li> </ul>	<ul style="list-style-type: none"> <li>• Allowed Teachers to expand their own CPD</li> <li>• Raised attainment in these subjects</li> <li>• Allowed children to broaden their range of experiences</li> </ul>
<p>To work alongside <i>Governors</i> to raise standards</p>		
<p>To be systematically challenged by the Governing body and to work alongside the Pupil Premium governor</p>	<ul style="list-style-type: none"> <li>• Leaders report to <i>Governing Body</i> so that they have accurate information to systematically challenge senior leaders to secure excellent outcomes for pupils.</li> <li>• Continue critical dialogue with governors regarding data analysis &amp; the best use of funding</li> </ul>	<ul style="list-style-type: none"> <li>• Continual communication ensures that governing body are aware and involved in decision making.</li> </ul>