

Pupil Premium Impact Assessment – Review of 2017/2018 Pupil Premium Strategy

Highfields Primary Academy - Academic Year 2017/18

NOR	111
Number and percentage of pupils eligible for PP funding	55/111 (50%)
Academy Deprivation Index	0.50 (within most 10% nationally)
Nominated member of EAB	Helen Wigglesworth
EAB PP Review dates	5/10/17, Spring & Summer TBA
Total Budget allocation	£87,120.00
Total Budget spend (in plan below)	£87,194.50

Outcomes 2017/2018

	2017	2018
Reception GLD (DV)	64%	25%
Year 1 Phonics Y1 (DV)	71%	100% (10/10)
Year 2 Reading EXS (DV)	45%	50% 4/8
Year 2 Reading GD(DV)	0	0
Year 2 Writing EXS (DV)	18%	25% 2/8
Year 2 Writing GD(DV)	0	0
Year 2 Maths EXS (DV)	45%	75% 6/8
Year 2 Maths GD(DV)	0	0
Year 6 Reading EXS (DV)	30%	50%
Year 6 Reading GD(DV)	0	0
Year 6 Writing EXS (DV)	70%	63%
Year 6 Writing GD(DV)	0	0
Year 6 Maths EXS (DV)	40%	50%
Year 6 Maths GD(DV)	10%	13%
Year 6 Combined (DV)	30%	38%

Action plan – Impact Review

Objective 1 Years: 1, 2, 3	What we did	How many pupils benefitted	What did success look like?
<p>Objective 1 Phonics Create focus groups by phase. Additional phonics booster sessions in afternoon – consolidate the morning's learning and pre-teach tomorrow's learning.</p>	<p>20 mins per group, 3 afternoons per week. £5 per 20min TA time = £570 per 20min grp for 38wks 4 groups = £3040</p>	<p>20 PP pupils</p>	<p>RWInc training was delivered and OFSTED noted that 'Teaching in phonics is improving. Teachers who have received specialist training for the new phonics programme model sounds and routines successfully. As a result, the pupils who are taught by them are engaged and making good progress in phonics.'</p> <p>In Year 1, 100% of disadvantaged pupils passed the phonics test (compared to 30% of non-disadvantaged).</p>
Objective 2 Years: 1, 2, 3, 4, 5 & 6	What we did	How many pupils benefitted	What did success look like?
<p>Objective 2 Maths Create focus groups by gap analysis need – further SDI support. Additional SDI booster sessions in afternoon – consolidate the morning's learning or pre-teach tomorrow's learning.</p> <p>Y6 pupils receive weekly 1:1 maths tuition online bespoke to each individual under the close supervision and monitoring of the class teacher.</p>	<p>Y1 & Y2 – 20 mins per group 3 afternoons per week. £5 per 20min TA time = £570 per 20mins grp for 38 wks Y3 & Y4 - 20 mins per group, 3 afternoons per week. £5 per 20min TA time = £570 per 20min grp for 38wks Y5/6 – 20 mins per group 4 afternoons per week. £5 per 20min TA time = £760 per 20mins grp for 38 wks 2 x Y1 group = £1,140 2 x Y2 groups = £1,140 2 x Y3 & Y4 groups = £2,280 2 x Y5 & Y6 groups = £2,280 Y6 Third space (1:1 tuition) = £4000 (not full cost)</p>	<p>20 PP pupils</p>	<p>Engagement in maths increased with children enjoying the increased challenge (pupil voice). Maths was also listed as a favoured subject for our SEN pupils.</p> <p>End of year results for disadvantaged pupils: Year 2 + 30% to 75% (6/8) Year 6 +10% to 50% (4/8)</p>

Objective 3 Years: 1, 2, 3, 4, & 6	What we did	How many pupils benefitted	What did success look like?
Objective 3 FMS/ Handwriting Small group additional support. Y1 & Y2: FMS skills – pincer, scissors, threading skill groups. Y3, Y4 & Y6: Handwriting – formation mantra support in small groups.	20 mins per group, 2 afternoons per week. £5 per 20min TA time = £380 per 20min grp for 38wks 5 groups = £1900	19 PP pupils	Presentation monitoring took place with feedback being given to individual classes and the school as a whole, identifying common themes for improvement.

Objective 4 Years: 1, 2, 3, 4, 5 & 6	What we did	How many pupils benefitted	What did success look like?
Objective 4 Writing Small group additional support, during quality first teaching. Additional support from T/TA in responding to M&F	20 mins per group, 5 x per week. £5 per 20min TA time = £950 per 20min grp for 38wks 6 groups = £5700	24 PP pupils	Monitoring took place to judge writing and areas for development. Staff took place in moderations in the trust and with the LA. Talk for Writing was embedded across the school. In Year 6 we were able to attain 63% ARE in writing for PP children, which was moderated by the LA.

Objective 5 Years: 2, 3, 5 & 6	What we did	How many pupils benefitted	What did success look like?
Objective 5 Spelling Consolidation and pre-teach of spelling strategies in addition to quality wave 1 teaching methods. Buy all PP children a spelling support book.	15 mins per group, 3 x per week. £5 per 20min TA time = £427.50 per 15min grp for 38wks 7 groups = £2992.50 50books = £60	14 PP pupils	No Nonsense Spelling and Read, Write Inc were used to drive spelling across the school. In Year 6 we were able to attain 63% writing for PP children, demonstrating competence in spelling at ARE level.

Objective 6 Years: 2, 3, 4, 5 & 6	What we did	How many pupils benefitted	What did success look like?
Objective 6 Nurture Y2 & Y3 Anger mgmt.: 1 x 30mins weekly Emotional Lit: Bereavement (STAR): Self-esteem/confidence: Family cooking:	AngMgmt: 2 x 30mins weekly EmoLit: 1 x 30mins weekly STAR: 3 x 30mins weekly SE & Conf: 1 x 30mins weekly Fam Cooking: 3 x 1hour weekly Learning Mentor <i>(Equates to 6 hours per week £16.32 x 38) £3720</i>	10 PP pupils	By the end of the year we saw a vast improvement in children's abilities to manage their emotions, demonstrated through Boxall analysis. We were able to evidence our successes to secure EHCPs for children within the school. In the OFSTED inspection we were also graded as 'good' for Behaviour for Personal development, behaviour and welfare.

Objective 7 Years: 1, 2, 3, 4, 5 & 6	What we did	How many pupils benefitted	What did success look like?
Objective 7 Reading Small group additional support, during quality first teaching. Additional support from T/TA	20 mins per group, 3 x per week. £5 per 20min TA time = £570 per 20min grp for 38wks 7 groups = £3990	14 PP pupils	Across the school we saw an increase in ARE. For PP children our outcomes were: Year 2 – 50% an increase of 5% Year 6 – 50% an increase of 20%.

Objective 8 Years: 3 & 4	What we did	How many pupils benefitted	What did success look like?
Objective 8 1:1 BESD support for vulnerable children who are struggling to access mainstream provision at the moment. Includes core subject support, nurture provision and BESD intensive support	TA salary: £16'000 x 2 Total £32,000	2 PP pupils	By the end of the year, we had successfully transitioned children to part-time, class re-integrations. This meant that no children were taught on a full time basis in the nurture setting and children were accessing learning and social time with their peers. This also meant they were able to access Quality First Teaching for their core subjects.

Objective 9 Years: 5 & 6	What we did	How many pupils benefitted	What did success look like?
Objective 9 Director of Learning Targeted small group additional support, through gap analysis and personalised planning.	1 day each week, for 38 weeks = £9000	18 PP pupils	From their starting points at the beginning of the year the Year 6 pupils made good progress. Children made gains in different subject areas, but three pupils were pushed from not attaining ARE to securing ARE across all areas.

Objective 10 Years: 6	What we did	How many pupils benefitted	What did success look like?
Objective 10 Additional support, in Greater Depth standard/expectation. Additional support from Teacher/TA	Through Director of Learning, costed above.	1 PP pupil	Whilst the PP child did not attain GD, they were able to be supported to achieve ARE in all areas. Given their personal circumstances this was positive outcome for the individual child.

Objective 11 Years: 1	What we did	How many pupils benefitted	What did success look like?
Objective 11 SALT SALT support programme delivered by TA (programme provided by a specialist outside agency)	20 mins per group, 5 x per week. £5 per 20min TA time = £950 per 20min grp for 38wks 1 group = £950	1 PP pupil	Through daily SALT interventions both of our target children were able to make progress in their speech, moving on to further speech targets when assessed by the NHS SALT therapist. This success contributed to the successful application for an EHCP for one of the pupils.

Objective Years: All	What we did	How many pupils benefitted	What did success look like?
Objective 12 Attendance Employ an EWO worker, half day per week to support vulnerable families and increase attendance and reduce PA's	Half day per week, 38 weeks £1,700	All PP pupils	Our attendance is 94%, with disadvantaged being in-line with the rest of the school. Our Persistent Absenteeism is in line with national. During our OFSTED inspection we received a 'good' for Personal development, behaviour and welfare. Comments included: 'Highly successful work in improving pupils' attendance and reducing the number of exclusions has contributed to the school's

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			strong work in safeguarding. The designated leaders for safeguarding, including the pastoral learning mentor, have rigorous systems and procedures in place to support pupils in keeping safe. Leaders make regular checkins with those pupils who are the most vulnerable. As partnerships with parents are strengthening, so too is the effectiveness of this work. '
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Objective Years: All	What we did	How many pupils benefitted	What did success look like?
Objective 13 Pastoral Support Family support worker, to support vulnerable families: 41% of academy population have safeguarding/monitoring concerns	15 hours per week at £16.32 per hour x 38 weeks £9,302	All PP pupils	During our OFSTED inspection we received a 'good' for Personal development, behaviour and welfare. Comments included: <ul style="list-style-type: none"> The arrangements for safeguarding are effective. Leaders give close attention to ensuring that effective systems for safeguarding are in place and that they are very well understood by everyone in school. Detailed and well-checked records reflect leaders' tenacity in following up any issues. Pupils say that they feel safe in school. All pupils spoken to during the inspection said that they were fully confident in the support adults in the school give them should they have a concern. They said that there was very little bullying, but gave examples of knowing what to do if they or someone else was being bullied. Older pupils explained how they had been part of a local project that focused on teaching life-skills, centred on topics such as cyber bullying and sensible decision-making. <p>Our outcomes in terms of parental views is positive, with an improvement in parental questionnaire returns.</p>

Objective 14 Years: All	What we did	How many pupils benefitted	What did success look like?

<p>Objective 14 Subsidy funds</p>	<p>Subsidise PP children on school visits/trips in order to increase opportunities available. Allocation of £2,000</p>	<p>All PP pupils</p>	<p>School trips were subsidised to all a reduction in cost for parents, enabling more trips to go ahead. Each class had at least two trips, which was used to inspire their writing and topic work, which was an increase in recent years. Trips included: Derbyshire Dales, Grimm and Co, Potteric Carr, Crucial Crew.</p> <p>The trips enabled children to engage socially, broaden their horizons and also have inspiration for their work e.g. writing and topic.</p>
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