

HIGH FIRS PRIMARY SCHOOL
PUPIL PREMIUM SPENDING & OUTCOMES
Financial Year 2017-2018

AIMS

Our overriding aim for the year 2017-18 was to continue to “diminish the difference” of attainment and progress for our Pupil Premium children. This would be achieved through quality teaching in the first instance, supported by focussed and targeted use of the Pupil Premium Spending.

As well as supporting the needs of each individual Pupil Premium child as identified by our SLT and class teacher, we had a number of areas which we identified as a focus for this year or which we wish to continue to address from the previous financial year. These include:

- Continuing to fund, resource, monitor & track quality learning interventions & support
- Continuing to fund, monitor & track high-quality pastoral care both for our Pupil Premium children and their families
- Continuing to support curriculum visits
- Undertaking even more rigorous reviews of attendance for our PP children & ensuring that procedures for promoting their excellent attendance are in place
- Reviewing the use of ICT in supporting PP children
- “Catch-up” provision for children who did not start school at High Firs
- Exploring more out of school provision (learning, extra-curricular & pastoral) for our PP children.

SUMMARY OF SPENDING

ITEM	COST
Additional staff allocation to support 1:1 or in small class-based focus groups	19345
Educational Psychology support related to needs of specific PP children	1900
Speech & Language support related to needs of specific PP children	600
Family Worker support related to needs of specific PP children	4250
Pastoral Worker support related to needs to specific PP children	3100
Staff training related to needs of specific PP children	1000
Out of school provision	1000
Attendance related support	1400
ICT support for PP children	1500
Resources related to needs of specific PP children and interventions	1750
Subsidy of educational curriculum visits	800
Subsidy of residential curriculum visit	3700
Year 6 Booster Group	2300
Additional reading support/home learning support	3200
Breakfast Club provision	1500
Enrichment activities- specific curriculum linked theatre workshops	1100
Contingency & top-up	2400
TOTAL	£50,845

INTERVENTIONS

Interventions and Boosters this year supported by Pupil Premium Funding have included (both individual support & in small groups):

Social Skills' Number Fun Handwriting Phonics GPS focus Ninja Writing	Numeracy Numicon Writing Ninja Writing pastoral support Boys' Writing Creative Thinking	Reading support Speech & Language Grammar Lego therapy Funky Fingers Comprehension focus
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OUTCOMES

We closely track our Pupil Premium children's progress in order to assess whether we are "diminishing the gap" through Quality First Teaching and the successful deployment of Pupil Premium funding. Formal assessments are taken three times a year and reviewed in detail with staff.

For this financial year, the school's pupil premium grant allocation was £50,845

The main barriers to educational achievement for pupils eligible for pupil premium at our school are poor school attendance (including moving to other schools and back again), speech and language difficulties - particularly in the early years, lack of parental support, and poor life experiences.

Pupil progress reviews are key for us in diminishing any difference in attainment or progress, through identifying the appropriate programme of support.

PUPIL PREMIUM DATA REVIEW July 2018 Statutory Data

EARLY YEARS

Non Pupil Premium	27	70%
Pupil Premium	2	50%

YR1 PHONICS

	Number	%
Non Pupil Premium	25	92%
Pupil Premium	5	40%

YEAR 2

	Number	R	R GD	W	W GD	M	M GD
Non Pupil Premium	20	80%	20%	80%	20%	85%	30%
Pupil Premium	10	70%	0%	60%	0%	70%	0%

	Number of Pupils	GPS % at Expected	Reading % at Expected	Writing TA % at Expected	Writing TA % GDS	Maths% at Expected	R+W+M % at Expected
Non Pupil Premium	19	86%	82%	91%	23%	77%	68%
Pupil Premium	11	57%	14%	43%	0%	43%	14%
PP Not SEN	8	80%	20%	60%	0%	43%	20%

Progress - TO BE RELEASED			
	Reading	Writing	Maths

Most recently published data from the DfE is available here:

<https://www.compare-school-performance.service.gov.uk/school/118541>

(2018 data will be added in Autumn 2018)

The main barriers to educational achievement for pupils eligible for pupil premium at our school are poor school attendance, speech and language difficulties - particularly in the early years of school, lack of parental support, emotional issues and difficult life experiences.

To address the attendance issues we have continued to work closely with Kent County Council, our attendance officer and our family worker, to address school attendance. This has included meeting with parents whose children have attendance below 90%, the use of penalty notes for persistent absence, and home visits from the Attendance & Inclusion team from KCC. These measures have not had an impact upon pupil premium funding, which we use solely for educational purposes.

To address speech and language difficulties, we have a speech and language Teaching Assistant planning and delivering programmes during the week. We aim to increase this in the future if necessary. This work is carried out in conjunction with the support from a speech and language therapist.

Our Family worker is available to offer support and assistance with parental concerns (including behaviour management and personal issues). We also work closely with specialist children's services. Our school has also offered a counselling service, which supports the emotional development of our pupils, and parenting strategies.

In supporting the school value of 'love of learning', we provide as many life experiences as possible, including within the school day. This has included theatre visits into school, class trips to a variety of destinations, linked to the curriculum, opportunities to attend a challenge day for more able year 4&5 pupils and the residential trip to the Isle of Wight;

To measure the impact of the strategies used, we assess each child's progress against national expectations, three times per year. For each intervention we ensure that the money spent is having an impact upon the pupil's progress against age related expectations, in reading, writing and mathematics.

For some pupils, focussing on strategies for behaviour has allowed pupils to be able to make progress in the curriculum because they are better able to control their behaviour. Where a child is not progressing, we assess why this is, and consider stopping that intervention entirely. **We aim to ensure that by the end of Key Stage 2, all pupils reach at least age related expectations in reading, writing and mathematics('expected'), and are therefore ready to start their secondary schooling**

LIMITATIONS

It should be noted there are a number of dilemmas & limitations associated with reporting achievement by this group:

- The small number of Pupil Premium children in each cohort means that reporting for individual classes (and therefore KS1 & KS2 statutory reporting) may identify individual children and that the large % allocation per child may be statistically meaningless.
- 2/3 of our Pupil Premium children also have other learning needs eg: AEN / EAL.
- The percentage of children entitled to Pupil Premium is not necessarily reflected in the number of children who actually receive it. For example, not all parents choose to claim free school meals for their child because their child prefers to eat a packed lunch. This is particularly the case since all children in KS1 have all been able to claim FSM.
- A proportion of our Pupil Premium children did not start school at High Firs which may affect their progress or earlier attainment accuracy. A third are also represented by family groups.