



Pupil Premium Strategy for Highcliffe Primary School

Updated 30th August 2016

Background Information: What is the Pupil Premium grant?

The Pupil Premium grant is additional pupil funding given to schools to target pupils who are facing the greatest disadvantage. This includes children from low income families, looked after children and those with parents in the armed forces. Eligibility for pupil premium has also been extended to pupils who have been eligible for free school meals at any point in the last 6 years.

Highcliffe's allocation from the Pupil Premium grant 2015/16

In the last financial year 2014/15 the school received a total of £70,996 additional funding through the Pupil Premium grant. In 2015/16 the school received a total of £66,000.

In 2015/16 Highcliffe had 50 pupils who were registered as eligible for Pupil Premium funding. The use of the Pupil Premium funding is the responsibility of each individual school, however it is assumed that the funding should be used to remove barriers to learning and ensure that each pupil participates fully in all aspects of school life enabling them to reach their full potential.

How the Pupil Premium funding was spent at Highcliffe in 2015/16?

The Pupil Premium funding was spent on:

- Additional Quality First Teaching for Literacy and Maths
- Additional hours to support children in class
- Targeted intervention groups to promote literacy and maths curriculum knowledge
- Pre-teaching interventions
- Well-being groups
- A counselling service as needed
- Mentoring
- Homework and revision resources
- Easter revision programme for Year 6
- Residential trips
- Music lessons
- Dyscalculia and Dyslexia screening

Objectives of the Pupil Premium expenditure

- To raise standards in all subjects for disadvantaged pupils and to continue to close the gaps in attainment for each cohort.
- To provide quality teaching to raise the attainment of each individual pupil.
- To provide a robust support and intervention programmes for all of our vulnerable pupils, including FSM and/or LAC children in order to improve their life chances.
- To provide effective well-being and pastoral support for all disadvantaged pupils and their families.
- To provide low-income families with additional funding to support pupils' access to residential, out of hours, offsite and professional tuition opportunities to raise self-esteem and broaden experiences.
- To provide additional resources/ facilities to support pupils at home and outside of school.

Impact of the Pupil Premium expenditure on eligible pupils 2015/16

Year Group	No. of PP pupils in the year group	% of PP pupils in the year group	No. of PP pupils attaining at or above age expectation			No. of PP pupils achieving expected or above progress		
			Reading	Writing	Maths	Reading	Writing	Maths
R	7	11%	5	3	5	65%	-	85%
1	2	3%	1	0	0			
2	4	7%	1	1	1			
3*	6	10%	1	3	1			
4	12	20%	9	4	6			
5	7	14%	5	4	4			
6*	12	20%	6	5	4			
Total	50	12%	28	20	21	65%	-	85%

* One pupil in this cohort left Highcliffe prior to end of year assessments.

Impact of the Pupil Premium expenditure on other pupils 2015/16

With the exception of one cohort in writing and maths, across all other year groups the pupils have achieved attainment above Government set floor standards in reading, writing and maths. This means that 65% of pupils have achieved age expectations or above in these core areas.

The Year 6 SATs results for 2015/16 were above the national results:

	Highcliffe		Leicestershire		National	
	%	Sc. score	%	Sc. score	%	Sc. score
RWM	61.3	-	52.5	-	53	-
Reading	73	103.2	65.1	102.3	66	103.0
Writing	74.2	-	74	-	74	-
GPS	88.7	107.1	71.8	103.7	72	104.0
Maths	77.4	105.3	68.2	102.6	70	103.0

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School's allocation of Pupil Premium grant for 2016/17

In the last financial year 2015/16 the school received a total of £66,000 additional funding through the Pupil Premium grant.

Main barriers to educational achievement

- Educational: Special Educational Needs; Behaviour, Emotional and Social difficulties
- Medical: Mental health difficulties; mental illness or disorder; emotional disturbance; psychological disturbance
- Teaching: Access to good or better Quality First Teaching including specifically targeted interventions
- Facilities and resources: access to good quality facilities and resources both within school and at home
- Parental engagement and support including home life circumstances

How the 2016/17 allocation will be spent to address the barriers

We have identified some key principles below which we believe will maximise the impact of our pupil premium spending.

➤ **Key Beliefs:**

- We provide a culture where staff believe in all children. We adopt a 'can do' approach to overcoming barriers which is embedded through the 5 R's and the Growth Mindset philosophy.
- Wearing a smile and sharing positive dialogue makes for a friendly and welcoming environment whereby children feel safe, nurtured, valued and happy.
- When analysing data we ensure that all staff are involved so that they are fully aware of the strengths and weaknesses across the school. This then leads to careful action planning for intervention groups and support allocation.
- We ensure that all teaching staff are aware of who the pupil premium and vulnerable children are, and that all pupil premium children benefit from the funding, not just those who may be underperforming.
- Quality First Teaching is paramount and we will continue to ensure that all children receive high standards of teaching and learning throughout their Highcliffe journey.
- Underachievement at all levels is targeted and monitored through teachers differentiating appropriately in class as well as the intervention groups.
- Children's individual needs are considered carefully, including academic, social and emotional.

- Consistent implementation of marking and feedback will be met, including joint moderation and levelling of work to ensure assessment is accurate and thorough.
- Sharing outstanding practice within school and providing high quality CPD for all staff will ensure standards are maintained and further improved.
- Any additional support that we provide is made effective by looking at the individual child and identifying their barriers to learning. Communication between all staff is key to enabling the professional dialogue that leads to tailored support and increased progress.
- We will match the skills of support staff to the interventions that they provide including implementing regular training, monitoring and support.
- High expectations are relayed to the children through the Highcliffe Code of Conduct and reinforced through the behaviour ladder. Many positive reward systems are in place to encourage and reward both effort and good behaviour for e.g. the House Token system, the Handwriting award, the Attendance award.
- We believe parents are integral to the academic achievement of pupils and we are currently exploring opportunities to support parents in assisting their child in the learning process, for e.g. utilising Tapestry across the whole school.

➤ **Allocation of the Pupil Premium grant 2016/17**

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- Pre-teaching interventions
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How will the school measure the impact of the Pupil Premium funding

- Half termly formal assessments in reading, writing and maths
- Analysis of Target Tracker data following the half termly assessments including detailed analysis of Pupil Premium funded pupils, focusing on attainment and progress
- Half termly pupil progress meetings with the class teacher to discuss attainment and progress of all pupils, with a particular focus on Pupil Premium
- Measuring progress against entry level data
- Regular book monitoring and work sampling
- Analysis of well-being trackers and emotional engagement

Date of the next pupil premium strategy review: July 2017

