



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

PRIMARY

HIGHTERS HEATH COMMUNITY SCHOOL Pupil Premium Profile 2020 -2021

1. Summary information

School	Highters Heath Community School				
Academic Year	2020-21	Total PP budget	£161,400	Date of most recent PP Review	September 2018
Total number of pupils	201	Number of pupils eligible for PP	128	Date for next PP Strategy Review	September 2021

2. Current attainment

2018 – 2019 <i>(no attainment figures for 2019-20)</i>	Highters Heath – all pupils	Highters Heath - Pupils eligible for Pupil Premium	Pupils not eligible for PP (National Average 2019)
EYFS: Good Levels of Development	69.2%	60%	72%
Phonics Screening Test Year 1: End of year 2:	73% 90%	74% 91%	82%
End of Key Stage 1: At least at expected standard in reading: At least at expected standard in writing: At least at expected standard in maths:	73% 63% 70%	55% 55% 55%	75% 69% 76%

End of Key Stage 2:			
At least at expected standard in reading:	77%	72%	73%
At least at expected standard in writing:	83%	83%	78.5%
At least at expected standard in maths:	73%	72%	78.7%
At least expected standard in Grammar, Punctuation and Spelling:	87%	89%	78%
Achieved expected standard in reading, writing and maths.	67%	67%	65%
Average progress in reading:	-0.3	-1.4	
Average progress in writing:	-0.5	-1.3	
Average progress in maths:	-0.7	-2.0	

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Lack of resilience and self-belief
B.	Lack of real life experiences and poor levels of vocabulary leading to difficulties in interpreting texts when reading and in completing pieces of writing that are outside their sphere of experience.
C.	Ability to retain information and use it in other contexts, particularly in key stage 2 maths.
D.	Behaviour for learning and lack of readiness to learn (inability to display appropriate behaviour for learning).

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Home issues impacting on pupils' readiness and ability to learn. Low starting points when entering school.
F.	Lack of engagement with learning during national lockdown and local area restrictions.

3. Outcomes *(Desired outcomes and how they will be measured)*

Success Criteria

A.	<p>Pupils have greater self-belief and resilience.</p> <p>Pupils will have the ability to cope better with tests. They will also show greater resilience towards work in class which is challenging and an improved "I can..." attitude. This will be achieved through a mixture of all the strategies – Learning Mentor support, a variety of experiences provided for the children, timely interventions so they remain confident in their abilities, having the support of two qualified adults in class. The Learning Mentor will work with specific groups of children on self-regulation in their learning as this has been proven by the EEF to help pupils make added progress. Regular exposure in lessons to appropriate challenge ensuring engagement in learning.</p>	<p>Improved test scores at the end of terms and at the end of the year.</p> <p>Good attitude and behaviour for learning seen in class. Pupils persevere with tasks as evidenced in their work.</p>
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<p>B.</p>	<p>Pupils will have an increased vocabulary / greater knowledge gained through a variety of trips and experiences and through improved teaching of vocabulary across the school. Pupils will be able to talk and write more articulately. Pupils' greater breadth of experiences will allow them to access and understand more difficult reading comprehension texts. Trips to unfamiliar places and experiences to help boost the children's confidence in a variety of situations. (Whilst Covid restrictions are in place, alternative experiences have been sought out, with a view to resuming normal visits and trips as soon as possible). A progression of age related texts is implemented throughout the school ensuring all pupils are exposed to a wide range of complete texts and vocabulary. Every class will do check-in on a regular basis, using an objective from the grammar curriculum. We use Talk for Writing which has an emphasis on pupils speaking the stories first in order that they internalise a bank of vocabulary and sentence structures. Oral and spoken group interventions will also be put in place where necessary through the teaching assistants funded by the Pupil Premium money and through the non-class based teaching staff.</p>	<p>The wider experiences given to pupils will be reflected in their writing, including their cross-curricular writing. Pupils will also show a greater understanding when reading complex texts. This will be evidenced in book scrutinies and in pupils making good progress in writing and in reading.</p>
<p>C.</p>	<p>Pupils have a good understanding of objectives taught and are able to use and apply knowledge across the curriculum, making good progress and achieving at least age related expectations. Pupils may need pre-tutoring or extra support to fully grasp objectives. There is a strong emphasis on using a wide range of learning styles including CPA in maths. This supports the pupils to understand and retain concepts, having experienced the concrete (manipulation) of resources and then backed up by pictorial representations, before moving on to abstract learning. Progression maps in all subjects have been created to ensure that all learning builds upon the knowledge and skills gained in the previous unit/year.</p>	<p>Pupils will show good progress in Maths and English, using and applying what they have learned.</p>
<p>D.</p>	<p>Pupils are more ready to learn because clear behaviour expectations for pupils in and around school are shared regularly with the expectation that they are followed, and clear and fair consequences are in place for when they are not. Rewards and praise are used frequently wherever possible to encourage high standards of behaviour. The learning mentor is non classed based and this enables him to provide 1:1 or small group support for those pupils who require specific emotional or behavioural interventions. These sessions will usually be timetabled so that they are as frequent as needed, and consistent. This can address a variety of complex issues such as self-belief, resilience, ambition, attachment etc. All of which impacts on learning behaviour. Another element of the learning mentor's role is to intervene and address any issues as they arise. This enables pupils to refocus quickly on learning when they arrive back in class, for instance after playtimes and dinnertimes. We teach a broad and balanced curriculum which ensures engagement, giving pupils the opportunity to develop a variety of skills e.g. painting, playing a musical instruments.</p>	<p>Pupils will show a positive attitude and pride in their work and around school. This will be evidenced in learning walks where pupils will be seen engaging in lessons and showing positive learning attitudes. It will also be shown in book trawls with good presentation of pupil's work being evident as well as good academic progress.</p>
<p>E.</p>	<p>Pupils will be better able to cope with external issues so that they have less of an impact on their readiness to learn. Learning Mentor support is available to pupils who need it (see above). He also liaises and communicates regularly with parents/families in order to support them with any issues that may arise at home. This can include parenting strategies, managing children's behaviour at home and bereavement, as well as mental health issues including self-harm and low self-esteem. The learning mentor also supports families when children present with more serious issues originating from home. Right Help Right Time is a framework often used in these cases. DSLs instigate clear lines of communication to ensure multi agency support is available where appropriate.</p>	<p>Improved readiness to learn will be evidenced through the school behaviour logs and the Learning Mentor records.</p>

F.	All pupils are engaged in home learning and complete the work set for them, thereby minimizing the impact of not attending school. This is achieved by ensuring that all children have access to the remote learning platform and understand how to use it. Any families who are identified as not having appropriate equipment for this at home will be supported where possible with loan equipment from school (e.g. laptops). The work set for them is linked to the learning that would have been planned for them had they been in school, and is achievable at home. As well as English and maths lessons on the learning platform, a range of work from other subject areas will be uploaded and therefore the learning is broad and balanced. It is well documented that pupil premium children have fallen further behind their non-pupil premium peers during the pandemic, so our catch up interventions programme is designed to ensure that these pupils catch up quickly.	Pupils will continue to progress well throughout the pandemic regardless of whether they are learning in school or at home.
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4. Planned expenditure

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

- i. Quality of teaching for all**
- ii.**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have a good understanding of objectives taught and are able to use and apply knowledge across the curriculum, particularly in maths.	Teaching Assistants in years 2, 3, 4, 5 and 6 to enable teacher / teaching assistant to provide targeted support in class to ensure no pupils fall behind or do not make sufficient progress. This will include the more able Pupil Premium pupils.	Teaching assistants participate in all staff training sessions, ensuring that they have a good understanding of the teaching approaches used in order that they can use their knowledge and skills effectively to teach small groups and one to one interventions where required. These teaching approaches include CPA in maths (concrete, pictorial, abstract), talk for writing and reciprocal reading. Extra support for pupils will be immediate. Teachers and Teaching Assistants will work together to identify pupils who need pre-tutoring, support during the lesson or an extra booster session afterwards (post-tutoring) to ensure they have a good grasp of the objectives being taught. This support will lead to good progress across the school. Teaching Assistants will also support the oral language interventions that we use. (EEF research proves that oral language interventions support pupils in making extra progress).	Use of Teaching Assistants will be monitored by the Senior Leadership Team. Progress of pupils will be monitored by SLT to ensure interventions are effective.	AHT / Senior Leaders hip team	At the end of each term.

<p>All children to be exposed to a quality PSHE curriculum and pastoral support to ensure that they have the resilience to engage with learning in its many different forms.</p>	<p>PSHE lead will implement and manage the PSHE curriculum to ensure that pupils are taught strategies that enable them to become more resilient and develop self-confidence.</p> <p>PSHE lead to be a member of pastoral team</p>	<p>The PSHE lead has been chosen to carry out this role as she is a high quality, experienced teacher, who will ensure that all classes follow the prescribed curriculum, and that PSHE has a high profile throughout the school. She is a member of the pastoral team, which ensures that there is continuity and consistency between the PSHE curriculum and the school's unique pastoral approach, e.g. restorative justice.</p> <p>The PSHE curriculum has been revised to use current and relevant teaching approaches, and is in line with new statutory PSHE requirements.</p>	<p>Although the PSHE lead monitors planning and teaching, SLT have a clear strategic overview and monitors the area as part of the school cycle.</p>	<p>PSHE lead/SLT</p>	<p>At the end of each term.</p>
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Total budgeted cost £95,504

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils, particularly the disadvantaged pupils, will make at least expected progress in reading and in writing.</p>	<p>Reading and writing booster groups will be provided by a qualified teacher to ensure all pupils make at least expected progress, particularly the disadvantaged pupils.</p>	<p>In order to continue to close the gap between disadvantaged and non-disadvantaged pupils, this will provide further support for pupils who need extra teaching in order to maintain their progress. This also allows the booster group teacher to work with the more-able pupils, particularly those that are disadvantaged, in order that they make good progress and achieve their potential.</p> <p>Teaching assistants also play a big part in targeted support throughout the school (see above).</p>	<p>The teacher will provide booster groups and support for pupils that have been identified as making less than expected progress at the pupil progress meetings. Progress will be monitored by SLT.</p>	<p>DHT / SLT</p>	<p>At the end of each term.</p>

Pupils with English as a second language will be able to access the curriculum fully.	EAL teaching Assistant will provide support for pupils with English as a second language who are struggling.	We have noticed, particularly with the rise in expectations in reading, that pupils who have English as a second language are struggling more to access reading. This applies to a mixture of pupils including some who have very little English. However, the majority of pupils affected speak reasonably good English. Newly arrived pupils or those with EAL are assessed on entry using Wellcom, in order to baseline their need and the interventions are planned from that. In many cases, children with EAL appear to be able to read fluently, but their understanding of the text read can be poor, impacting on their general progress and attainment.	TA will work on supporting these pupils both in and out of class. A teacher has also been given responsibility for EAL and the teacher, TA and Inclusion Lead will work together to ensure we target the correct pupils and to assess the programme regularly. Pupils reading test results will also be monitored to ensure they show progress.	EAL Lead Teacher	At the end of each term.
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Total budgeted cost					£21,546 + £2,432 Total = £23,978
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Pupils have greater self-belief and resilience. They will be better able to cope with any challenging work and challenging situations, including any home issues they are dealing with.</p>	<p>Learning Mentor support will be available to all pupils and families across the school, either individually or in groups. Year 6 pupils will work with the Learning Mentor in the autumn and spring terms on SATs preparation.</p>	<p>Pupils do not cope well with the pressure of tests or the challenging work. They need to develop the ability to cope better with tests as well as showing greater resilience towards work in class that is challenging. Some pupils also need support to be able to cope with issues from outside school so that they are ready to learn when in class. Learning mentor will teach some pupils about self-regulation to help them take more ownership of their learning as we know from the EEF teaching and learning toolkit that this helps improve pupils' progress. The learning mentor is also the first contact point for parents and families who need support with any issues arising. This could be by having meetings or signposting support.</p>	<p>Learning Mentor will work with the Pastoral Team to choose and monitor the pupils that need support. Progress of pupils will be tracked and improved behaviour choices and improved attitude towards learning will be seen through a fall in the frequency of incidents on CPoMs.</p>	<p>Learning Mentor / Pastoral Team</p>	<p>At the end of each term.</p>
<p>Pupils will have an increased vocabulary / greater knowledge gained through a variety of trips and experiences. Pupils will be able to talk and write more articulately, particularly in their cross-curricular writing.</p>	<p>A programme of trips and experiences have been carefully planned out to enhance and support the progression of children's knowledge and understanding of the curriculum.</p>	<p>Pupils' greater breadth of experiences will allow them to broaden their knowledge and understanding which in turn will allow them to access more challenging reading comprehension texts. Trips to unfamiliar places and experiences, will support this as well as helping boost the children's confidence in a variety of situations. These will also help with the pupils' writing, as they will have more experiences to write about. By enhancing the curriculum in this way, it should also improve the pupils' cross-curricular writing. Visitors into school for example authors, musicians, history groups and storytellers etc. also help to increase children's experiences and develop their concrete memory which can be referred back to in the future.</p>	<p>Trips and experiences are planned at the start of the year and evaluated to ensure they add to the curriculum and are value for money. We ensure pupils get a variety of different experiences across the school e.g. all of year 4 learn to play a musical instrument, year 6 have an "evacuation experience" with Severn Valley Railway.</p>	<p>English Lead / Senior Leaders hip Team</p>	<p>Trips and experiences are evaluated at the end of each academic year.</p>

<p>Pupils will be ready to learn when they start school in the morning.</p>	<p>Breakfast club is open to all pupils. However, we will provide free places to support families that are struggling to feed their children in the morning or to get their children to school on time in the morning.</p>	<p>A large proportion of pupils come to school hungry in the morning. They are not ready to learn when they are hungry. Some pupils come to school not ready to learn because of the chaotic morning they have had before they get to school.</p>	<p>Learning Mentor will offer places at breakfast club to families we have identified as needing this support.</p>	<p>Learning Mentor / Pastoral Team</p>	<p>At the end of each term.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£25,640 + £10,000 + £8,410 Total = £44,050</p>

5. Review of expenditure

Previous Academic Year	2018-19 (No review from 2019-20 due to Covid-19)
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils have a good understanding of objectives taught and are able to use and apply knowledge across the curriculum, particularly in maths.	Teaching Assistants in years 4, 5 and 6 to enable teacher / teaching assistant to provide targeted support in class to ensure no pupils fall behind or do not make sufficient progress. This will include the more able Pupil Premium pupils.	This has been a successful initiative with progress looking good across the school (see end of year results). We changed the way Teaching Assistants were used in class with children being pre-tutored and / or being given extra help straight after lessons if they had not yet grasped the learning objective. This meant they were more ready and felt more confident for the next lesson.	This initiative allowed us to target pupils more successfully and immediately within the class which allowed the interventions to be meaningful for the pupils and built up their confidence on these subjects. This will continue in 2019-20, although we now have reduced TA hours across the school due to budget cuts. We will also need to ensure that the interventions are more targeted on the Pupil Premium pupils.	£118,122

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will have improved reading skills and an increased ability to confidently answer a variety of types of comprehension questions.	The teacher with responsibility for leading reading will provide INSET for the staff and will continue with the programme of training to ensure the teachers are confidently delivering reading using our new strategies.	Our reading results in 2019 are much stronger than in the previous 2 years. The KS2 booster groups had a positive impact on the pupils. Reading results improved for all pupils. Reading results were above the national average with 77% of pupils achieving at least the expected standard. (National average is 73%). The percentage of pupils achieving greater depth in reading was exactly the same as the national average – 27%. Disadvantaged pupils achieved less well than other pupils; however, the disadvantaged pupils achieved 72% at expected or above which is broadly in line with the national average for reading for all pupils. Attainment of the disadvantaged pupils is rising.	This approach will be used in 2019-20 as we must ensure that this improvement continues. The improvements in reading we have implemented are making a difference to all pupils across the school. We now need to ensure that the support is directed more to the disadvantaged pupils in order to further minimise the gap between the two groups.	£5,476
Pupils with English as a second language will be able to access the curriculum fully.	EAL teaching Assistant will provide support for pupils with English as a second language who are struggling.	The EAL programme in school has been developed over the year by the EAL Lead and the EAL TA. The children starting at Highters Heath with no English at all have been enabled to participate in school life and access lessons. Pupils with English as a second language have had a successful programme of improving their vocabulary, particularly the Pupil Premium pupils. The impact of this can be seen in the reading progress. The gap is closing between the 2 groups of pupils and in years 3 and 5, more Pupil premium pupils achieved the expected standard than other pupils.	We will continue with this initiative in 2019 – 2020 as the number of pupils arriving with no English has increased.	£9,771

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils have greater self-belief and resilience. They will be better able to cope with any challenging work and challenging situations, including any home issues they are dealing with.</p>	<p>Senior Learning Mentor support will be available to pupils across the school, either individually or in groups. Year 6 pupils will work with the Senior Learning Mentor in the spring term on SATs preparation.</p>	<p>Senior Learning Mentor worked with a variety of pupils across the school. Mainly in year 2 and across Key Stage 2. SATs preparation support was put in place for all of year 6 pupils and intensive support was given to specific pupils. The pupils mentored showed a much better attitude to learning over the year. Their behaviour and attitudes improved with the support given. Pupils with specific difficulties were able to remain in school because of the support given and strategies which they were taught.</p> <p>Improvements can be evidenced through the behaviour records.</p>	<p>This approach will continue as we find it to be a necessary intervention to ensure certain pupils are ready to learn when they are in class. Some pupils need mentoring and support if they are to succeed at all. The programme of SATs support will also continue as this has worked well with the Year 6 pupils. They approached their SATs tests with a much better attitude in 2018 and 2019 than in previous years.</p>	<p>£47,849</p>
<p>Pupils will have an increased vocabulary / greater knowledge gained through a variety of trips and experiences. Pupils will be able to talk and write more articulately, particularly in their cross-curricular writing.</p>	<p>A programme of trips and experiences is in place to enhance the curriculum.</p>	<p>These experiences all add to the curriculum and make it more interesting and stimulating for our pupils. They allow our pupils to enjoy experiences that they may otherwise not get. As well as ensuring the pupils are taught a broad and balanced curriculum, it has also improved writing as the pupils have more experiences to draw on. Writing results were above the national average at KS2 in 2018 (85%) and in 2019 (83%) which shows that this is having an impact on the pupils. Pupils eligible for Pupil Premium did not do as well as the other pupils in writing but the gap is closing. However, if you look at non SEN pupils in writing, the pupil premium pupils achieved better results than the non-pupil premium pupils.</p>	<p>Creative arts and educational visits will continue to be part of our curriculum as these enhance the educational experiences of our children and give them access to things that other, wealthier pupils may take for granted e.g. learning to play a musical instrument.</p>	<p>£9,000</p>