



## High Bank Junior Infant and Nursery School

### Pupil Premium Strategy 2018/19

**Reviewed:** October 2018

**Next review:** January 2019

High Bank J, I & N School recognises that all children, regardless of their background, should have equal access to a curriculum which will enable them to make good progress, feel valued and achieve well. The Pupil Premium Grant is a government initiative that targets extra money to pupils from deprived backgrounds, who, research shows, often underachieve compared to their non-deprived peers. It aims to break the cycle through education.

The government has used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools, per pupil, based upon the number of pupils registered for free school meals at any point during the last 6 years (Ever 6). Children in Local Authority Care also receive targeted funding.

Schools need to employ strategies which they know will support these pupils. At High Bank, we are accountable for closing the gap, showing how the performance of pupils who receive PP compared with their peers. We employ robust procedures for self-evaluation and assessment which have guided us in identifying barriers to learning for children eligible for PP, as well as school priorities and desired outcomes. Strategies and actions are guided by the Education Endowment Foundation 'toolkit' as well as close working relationships within a range of partnerships, including the Community HUB, Family of Schools and Stronger Together Partnership.

The Head Teacher and Business Manager will report to the Governing Body on a termly basis regarding provision and impact on progress and attainment.

A member of our SLT has taken on the role of Pupil Premium Champion and we have added a specific Pupil Premium teacher to our teaching timetable both are new to school this academic year

The Governing Body will be responsible for the impact of PP on progress and attainment, through its Standards Committee, and for monitoring PP expenditure, through its Resources Committee. Both are responsible for reporting to the main Governing Body.

## **Aims**

To ensure that provision and expenditure is focussed on 'narrowing the gap' between the pupils who are eligible for PP and those who are not, by identifying and working to overcome barriers to learning and working towards specific outcomes.

## 1. Summary Details

Academic Year	2018-2019	Total PP Budget Financial yr: 2018/19 £109,560 Projected: 2019/20 £ 93,720	£102,190 £63,140 Sept-Mar £39,050 Apr-Aug	Date of most recent PP review	Oct 2018
Total number of pupils	139 (+15 Nursery) As at Sept 18	Total number of pupils eligible for PP	82 Sept-Mar Actual 71 Apr-Aug Projected	Date for next internal review of strategy	January 2019

## 2. Attainment 2017 and 2018

KS2	Pupils eligible for PP (School) 2017	Pupils eligible for PP (National) 2017	All Pupils (School) 2017	Pupils eligible for PP (School) 2018	Pupils eligible for PP (National) 2018	All Pupils (School) 2018
% of children achieving national expectation RWM	30%	61%	41%	57%	70%	67%
% of children achieving national expectation in Reading	30%	71%	41.2%	64%	80%	72%
% of children achieving national expectation in Writing (TA)	70%	76%	64.7%	79%	83%	83%
% of children achieving national expectation in Maths	40%	75%	47.1%	71%	80%	78%
Progress in Reading	-8.0		-6.0	-0.3		+1.2
Progress in Writing	+5.4		+2.2	-0.8		-0.2
Progress in Maths	-2.1		-1.8	+0.5		-2.0

### 3. Barriers to attainment for pupils eligible for PP

In-school barriers	
A	Poor communication and language skills, including vocabulary, which impacts significantly on progress and attainment in reading
B	Low self-esteem and resilience, leading to poor attitude to learning
C	Limited life experience
External Barriers	
D	Limited academic support and aspiration
E	Challenging, unsettled home life and poor living conditions
F	Challenge and poverty within the wider community

### 4. Desired Outcomes

Outcome	Success Criteria
1 Pupils will receive Quality First Teaching and targeted support and will make at least expected progress in RWM by Year 6	Progress for pupils eligible for PP will be at least average for Reading, Writing and Maths between KS1 and KS2
2 Families will engage with school and as a result will have a positive view of school, improved skill-base (with a particular focus on supporting reading) and more settled home environment	Parents view of school will be positive and engagement/attendance at family events will increase Parents' skills and confidence in supporting their children will be improved Safeguarding incidents and the number of families requiring higher level support will reduce
3 Children will be resilient, confident learners with high levels of aspiration, who are kind to themselves and others	Lesson observations, learning walks and book scrutinies will evidence resilience and confidence in learning Behaviour logs will show a reduction in unkind behaviour throughout school Attendance at Breakfast Club will be high and as a result, children will have a calm start to their day Vulnerable children will have a key worker and additional support as required

4	Children will have a range of learning experiences which will impact positively on their confidence, communication and language skills, aspiration, self-esteem and resilience.	Trips and experiences will be subsidised by school and all children will take part Communication and language (including vocabulary) will be improved Lesson observations, learning walks and book scrutinies will evidence resilience and confidence in learning
---	---	---

### 5. Planned expenditure 2018-2019

Outcome	Action/Approach	Evidence/Rationale for choice	Success Criteria and monitoring	Staff Lead	Review
1. Progress	Employ an extra teacher to enable small class sizes  55% of M5	EEF Small classes of below 20 have positive impact of around 3 months.	Class sizes will remain at or below 20, enabling the teaching to provide greater support to individuals.	KC/ SLT	Autumn: £ Spring: £ Summer: £
	Employ Pupil Premium teacher to lead interventions 3 days a week – 60% of M6	EEF Small group tuition impact of +4 months	This will have a positive impact on children's progress.	KC/ SLT	Autumn: £ Spring: £ Summer: £
	Evidence-based Intervention for RWM e.g. Project X, BRSP, Max's Marvellous Maths.,  Targeted, accurately pitched phonics groups and additional support	EEF found that intervention in EY has a positive impact, particularly for children from low income families.  EEF Small group tuition impact of +4 months  EEF phonics intervention can have an impact of 4 months	Staff will be well-trained to deliver evidence-based interventions which will be evidenced on a class provision map. These will have a positive impact on children's progress and attainment, evidenced in progress and attainment measures  Streamed phonics groups will enable children to catch up – groups will be regularly	KC/VM   KC/JSt	Staff to deliver the interventions Autumn £ Spring: £ Summer: £  Autumn Term: Phonics intervention Autumn £

	using Toe by Toe and Rapid Phonics		monitored and updated. Children will make good progress in phonics and pass rates at the Y1 Phonics Test will be closer to national average and show an upward trend.		Spring: £ Summer: £
	Extra-curricular support e.g. 1:1 tuition for Y6, Additional teacher time supporting Y6, Homework Club	EEF 5 additional months progress can be made as a result of 1:1 tuition	UKS2 Pupils will receive focussed support on a 1:1 basis. These will be targeted to specific need. Progress and attainment will improve as a result	KC/VM /SW	<p> Add teacher support  Autumn £  Spring: £  Summer: £ </p> <p> 1-1 Tuition  Autumn £  Spring: £  Summer: £ </p> <p> Homework  Autumn £  Spring: £  Summer: £ </p>
	Speech and Language links/referrals and targeted intervention/support including		Children will be referred in EY or as soon after starting school as possible. They will make good progress and as a result of targeted support and programmes.	KC/LA/ JS	<p> SALT intervention  Autumn: £  Spring: £  Summer: £ </p> <p> SENCo/SALT time  Autumn £  Spring: £  Summer: £ </p>
	Pupil Premium Coordinator + Pupil Premium Champion	Positive impact of focussed assessment and evaluation by leadership team	PP impact will be regularly assessed and monitored – strategy will be adapted as a result	KC/SB	<p> Autumn Term: 2 days per month £  Spring: £  Summer: £ </p>

2. Family engagement	Employ a School Wellbeing Lead (Full time)	Targeting vulnerable families, early intervention prevents problems escalating	Vulnerable families will have a trusting relationship with the school. Early intervention will prevent crisis.	KC/SLT	Autumn Term: School Wellbeing Lead £ Spring: £ Summer: £
	Links with APSO School Wellbeing lead costs included above.	Support to monitor attendance and work with families – positive impact on learning.	Attendance will be above 96% and a clear policy will put in place appropriate support strategies for persistent absentees	JC/JSt	SLA/ SBM Autumn £ Spring £ Summer: £ FWL role no additional costs
	Parent workshops including: Craft Club, Communication and Language for Parents, Play, Reception and Nursery Library, Coffee Mornings, Schools Fayres, Friends of High Bank, Maths and Phonics evenings, PANTS workshops	EEF Parental engagement can impact by up to 3 months	Parents will engage with their own learning and the learning of their children. They will be more confident in their own abilities and better able to support their children at school and home.	KC/JSt	Autumn Term: Run by FWL at no additional cost
	Community HUB links		Links with professionals incl. School Nurse, Social Care, Health Visitors, Family Support, Early Help Intervention Team, Sure Start, Playgroup will provide support and intervention for vulnerable families in the community. Incidents of higher level safeguarding will reduce.	JC/JSt	Autumn Term: FWLrole – no additional costs  School Business Manager £ Spring: £ Summer: £

3. Resilience, confidence and aspiration	Employ a Learning Mentor	EEF Social and Emotional learning +4 months	Learning mentor will provide pre-emptive and responsive support to children who require it. As a result their progress will be at least in line with expectations	KC/CM	Autumn Term: Learning Mentor £ Spring: £ Summer: £
	Breakfast club provides a calm, structured start to the day as well as a healthy breakfast	Children perform better if they are not hungry and have their basic needs met (Maslow)	Breakfast club will be well attended and will provide a calm start to the day with a healthy breakfast.	JS/SLT	Autumn Term: Breakfast Club Autumn £ Spring: £ Summer: £
	Mindfulness	Feedback and staff inset H & S week Locala training for teacher and wellbeing lead.	Classes to complete workshops on mindfulness Teacher to disseminate at staff meeting.	KC	Autumn Term: Growth Mindset Training £
	Escayp Counselling		Children who have experienced trauma or loss will receive targeted support and will be able to manage their emotional response and continue to make good academic progress	SLT	Autumn Term: £ Spring: £ Summer: £
4. Experiences	Patron of Reading		The School's Patron of Reading will develop the children's love of books, stories and language and will provide a link to other schools aiming to achieve the same.	KC	Autumn Term: Conrad Burdekin £ Spring Term: £ Summer: £
	Outdoor learning experiences – including forest school, Y6	EEF Outdoor adventure learning has a positive impact of 3 months	Children will experience a range of outdoor learning experiences which will	KC/LA	Autumn Term: £ Spring Term: £ Summer: £



	residential, planting and growing projects. EY Outdoor play		improve their confidence and understanding of the world.		
	Experiences such as Kids@Uni, Lawrence Batley Theatre Group, Pyjama Drama, Careers Week, Community Gardening and sports events – also to include performance/competition	EEF Participation in extra-curricular programmes, including those involving the Arts and Sports has a positive impact of 2 months. Participation stops feelings of isolation and improves confidence and relationships.	Children will develop their understanding of the world and will widen their understanding of their community. Increased confidence will have a positive impact on progress and attainment.	SLT	Autumn Term: Transport £ Lawrence Batley Theatre Pantomime £ Spring: £ Summer: £
	Subsidised school trips including Y6 residential	EEF Outdoor adventure learning has a positive impact of 3 months	Children will develop their understanding of the world and will widen their understanding of the wider community.	SLT	Autumn Term £0.00 Spring: £ Summer: £
	Range of after school clubs including: Art, Science, Gardening, Multi-skills, Football, Dodgeball, Lego, Darts, Dominoes, Recorders, Film club, Craft	EEF Participation in after school programmes, including those involving the Arts and Sports has a positive impact of 2 months	All children in school will take part in a wide range of extra-curricular activity, monitored through club registers and attendance. As a result they will have enjoyment of a range of new skills, improved understanding of the world and improved relationships with peers	SB	Autumn Term: Staffing £ Spring: £ Summer: £

Autumn Term Total	£
Spring Term Total	£
Summer Term Total	£
Annual Total	£