

# Highfield South Farnham Pupil Premium Strategy Statement

1. Summary information					
School	Highfield South Farnham School				
Academic Year	2019/20	Total PP budget	£107,600	Date of most recent PP Review	January 2020
Total number of pupils	294	Number of pupils eligible for PP	66	Date for next internal review of this strategy	January 2021

2. Current attainment		
	<i>Pupils eligible for PP (Highfield South Farnham)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving in reading, writing and maths	89%	<b>87%</b> (65%)
% making progress in reading	89%	<b>97%</b> (73%)
% making progress in writing	89%	<b>90%</b> (78%)
% making progress in maths	89%	<b>97%</b> (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low aspirations and home-school engagement in reading, writing and maths across the school	
<b>B.</b>	Disadvantaged children's basic skills in reading, writing and in speech, language and communication upon entering the school are affected by gaps in their knowledge and understanding	
<b>C.</b>	A significant number of PP pupils are also on the SEN register (48%)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates, although significantly improved can affect attainment levels (PP in particular)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve attainment for all disadvantaged children, increasing the number of those achieving GDS	% of pupil premium achieving GDS matching national standard (11%)
<b>B.</b>	Disadvantaged children who have been identified make accelerated progress. % of PP achieving ARE is in line with non-pupil premium data.	Gaps identified on entry Teacher assessment Test outcomes demonstrate accelerated progress

<b>C.</b>	Use resources effectively to provide targeted additional support for PP children with SEN	The progress across the curriculum of disadvantaged pupils and pupils with SEN and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
<b>D.</b>	School attendance rates to exceed that of the national average for primary schools (96%)	<ul style="list-style-type: none"><li>• Raised awareness of attendance (visible around school)</li><li>• Raised community awareness of the impact of low attendance on outcomes for children</li><li>• Improved attainment</li></ul>

5. Planned expenditure					
Academic year	2019/20				
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					
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?
A B	Quality first teaching through teaching and feedback, additional group teaching by highly experienced teachers.	Disparity between attainment of PP and non PP children 69.6% / 86%  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	Most experienced outstanding teachers planning and delivering additional focus groups  School Effectiveness programme  Data analysis (including vulnerable groups)	Teaching and learning leads	Weekly checks School effectiveness schedule (ongoing) Half termly data review
<b>Total budgeted cost</b>					£ 90,500
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?
B C	Additional 1-1 Support  Evidence based interventions  Focus group teaching by highly experienced teachers  Rigorous programme of personalised learning	Research based interventions (e.g. AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)  Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference	Pre and post testing to analyse the impact of every intervention.  Focus group daily feedback  Quality training for support staff  School effectiveness schedule  Weekly health checks	SENDCo	Pupil progress meetings  Data analysis half termly  Pre and post testing  Weekly health checks and effectiveness schedule (ongoing)
<b>Total budgeted cost</b>					£ 13,900

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?
A B C D	Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document	Assessment and inclusion leads work with ELT to ensure a cohesive approach to PP provision and delivery of PP strategy.	SENDCo has robust PP register to work with ELT to identify, select and review targeted PP pupils	Assessment lead and SENDCo	Ongoing
D	Class attendance award  Posters to raise awareness of learning missed due to poor attendance/lateness  Continual support and modification of strategies with HSLW	<i>'a child who is absent a day of school per week misses an equivalent of two years of their school life 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk)</i>  <i>"Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb</i>	Continual monitoring of attendance data including vulnerable children.	HT	Monthly
<b>Total budgeted cost</b>					£ 3,200
6. Additional detail					
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p> <p>BABCOCK (2016) Improving outcomes for Disadvantaged Pupils – <a href="http://www.babcock-education.co.uk/pupilpremiumsuccess">www.babcock-education.co.uk/pupilpremiumsuccess</a></p> <p>EDUCATION AND ENDOWMENT FOUNDATION (2017): Interventions and their impact cost effectiveness - <a href="http://www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p> <p>SUTTON TRUST (2011) Improving the impact of teachers on pupil achievement in the UK – interim findings – <a href="http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf">http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</a></p>					