

Alsager Highfields Foundation Primary School



'Mighty oaks from small acorns grow'

Pupil Premium Statement

2018-2019

Context of School

Alsager Highfields Foundation Primary School is a one and a half form entry school in Cheshire East. There is also 'Hoppers' - a nursery and pre-school on site which provides extended provision before and after school each day.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but the dedication and commitment to learning that make the difference. We are determined to ensure that our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Alsager Highfields, Pupil Premium funding represents a good proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low aspirations, as such we are determined to create a climate that does not limit a child's potential in any way.

Key facts

Our school aspirations, originating from our motto 'Mighty oaks from small acorns grow' reflects our high aspirations for the whole school community. Our acronym of 'ACORN' reflects our school ethos.

Aspirations - equipping children with a curiosity for life and learning, encouraging resilience, independence, confidence and pride within an ever-changing world.

Community spirit - we work alongside our wider school family to create a happy, safe and inclusive learning environment.

Opportunities for risk taking – encouraging problem solving; finding solutions.

Rich, broad and balanced learning opportunities across the curriculum; a holistic approach to children's education.

Nurture – a caring school where we strive to unlock the full potential of everyone; socially, emotionally and academically.

Roll numbers

Numbers in the school have declined recently, with the numbers currently on roll being 268 however, except for EYFS, where the intake for 2018 has been below PAN, throughout the school each year group remains more than 30, up to 45 in a year group.

Deprivation

The school serves a local community which faces social and economic challenges. Within the Alsager Ward Profile, 10% of the properties are 'social rented properties' and although the household income for the area of Alsager is ranked as average, it stands at 35th out of 52, with 52 being the lowest. Similarly, the fuel poverty is ranked at 34th out of 52. Barriers to Housing and Services is also ranked at 38th out of 52.

Based on the Acorn wellbeing index, within the profile, 45% of the population are in the 'Health Challenges', 'At Risk' and 'Caution' categories. The community from which the school draws its population encompasses the proportion of the ward which represents the 4% 'At risk' of Health Challenges and 41% of those within 'Caution'. Further to this, 15% within the ward are financially stretched and from the demographic mapping, most of this percentage is where the school draws its pupil population from. Overall deprivation and six of the seven index of multiple deprivation domains are in the fourth national quintile and the remaining two in the fifth national quintile.

Currently 22% of our pupils are in receipt of FSM; 8% of our pupils are SEN, with 5 EHCP's. 21% of our Pupil Premium pupils are also on the SEN register, either in receipt of an EHCP or of school support. The school serves a high number of vulnerable families.

Recent Initiatives / Improvement

- Increased % of children working at or above age-related expectations in both KS1 and KS2
- Improved phonics scores as a result of much improved phonics teaching and assessment
- Improved progress as well as attainment
- Improved use of summative and formative assessment data as a robust assessment process has improved progress and attainment
- Data can be compared nationally and is standardised
- Improved writing cycle implemented with measurable effect
- Use of fluency, reasoning and problem-solving materials in Maths have been successfully implemented
- Rigorous and purposeful pupil progress meetings take place termly.
- Rigorous and purposeful pupil premium surgery meetings take place termly.
- Targeted interventions to further diminish difference have been successfully implemented as staff conduct QLA, understand each child's individual data along with prior progress
- Use of research to inform decision making and policy – Sutton trust toolkit and Carol Dweck's growth mindset; as well as research on metacognition
- Bespoke CPD is offered to all staff
- Improved deployment of staff
- Enrichment opportunities are at the heart of the curriculum; extracurricular activities such as music / sporting activities / cookery / art and craft / forest school take place with regularity.

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be less access to culturally rich experiences. In addition, there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. Our use of the PPG reflects the need to support social and emotional development, academic progress, access to enrichment activities and support for vulnerable families.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and widening of opportunity for all children. We believe in diminishing the difference between pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make as much progress as possible, which is then sustained to reach age-related expectation and beyond as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as the EEF Teaching and Learning Toolkit and Sutton Trust research on meta cognition etc. to inform our decision funding. Through targeted interventions we are working to eliminate barriers to learning and progress for all pupils. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in all children
- There are no excuses made for underperformance
- Staff adopt a 'solution focused' approach to overcoming barriers, with regular half termly meetings
- Staff support children develop a 'growth' mind set towards learning
- Staff are focused on the emotional and health and well being of all are children and stakeholders

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas to develop for the PP children, compared to Non-PP children.
- We use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- All teaching staff are involved in analysis of the data and identification of pupils
- All teaching staff are involved in regular pupil progress meetings, including those with a specific focus on PP pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

We are determined to ensure that the percentage of children working at age related expectations and above increases.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive quality first teaching. Teachers, staff and SLT will:

- Set high expectations
- Ensure consistent implementation of the non-negotiables, eg feedback, marking, guided reading
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through both internal and external joint moderation, and through inviting in external moderators

Individualising support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using HLTA's and TA's in specific trained areas to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents, in discussions, to identify needs and support for their children's learning within the curriculum
- Tailoring interventions to the needs of the child (E.g. Targeted reading sessions in the afternoon)
- Recognising and building on children's strengths to further boost confidence

Funding Priorities

This year our aims are to: -

- Further embed outstanding and at not least good teaching and learning across the school to improve pupils progress and outcomes
- Further diminish the difference for our PP children
- Develop consistency of practice and approach to the teaching of reading; interventions for reading
- Further develop the quality of writing; writing across the curriculum using the IPEELL approach
- Further develop and embed reasoning using manipulatives and visuals
- Further develop our approach and use of quality intervention packages to develop spelling, spelling patterns and phonological awareness
- Provide a wide and varied daily diet encompassing a broad and balanced curriculum
- Provide enrichment activities which are at the heart of the curriculum
- Provide emotional wellbeing and support to ALL children which may include programmes such as Resilient Classroom and Cool Connections; Nurture and Social Stories; Three Houses and Attachment training
- To continue to focus on and improve attendance and punctuality for all key groups

School's Evaluation of Own Performance

The school's evaluation of its own performance is rigorous and is completed alongside our SIP / NLE. Tracking of progress over time for each pupil provides opportunity to identify any areas on which to focus and develop strategies and interventions to promote improvement.

- A wide range of data is used including achievement data, (identified through NFER, national standardised tests, phonics data and KS1 / KS2 SAT's) pupils' work, observations, learning walks and staff, parent and pupil voice
- Assessment data is collected termly so that the impact of interventions can be monitored
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to rigorous and purposeful pupil progress meetings each term and the identification of children is reviewed
- Teaching staff attend and contribute to rigorous and purposeful pupil premium surgeries progress each term and the progress and intervention(s) attended is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A governor is given responsibility for pupil premium

PUPIL PREMIUM STATEMENT

Alsager Highfields Foundation Primary School

PUPIL PREMIUM FUNDING:

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and those who attract the pupil premium.

The school has a responsibility to publish information on their website about how this funding has been spent.

Measuring Impact

To effectively measure the impact of Pupil Premium Funding at Alsager Highfields there are several analyses completed. We monitor the impact of support by analysing attainment and progress of Pupil Premium pupils and comparing them to other pupil groups to see if differences in attainment and progress are minimised. In addition, we also measure improvements in participation in activities and clubs, attendance and behaviour.

Pupil Premium expenditure 2018-19

Total number of pupils on roll	268
Total number of pupils eligible for PPG and funding	65 (24%)
Total number of pupils eligible for PPG	58
Total number of pupils eligible within AFC grant	6
Total number of pupils eligible for premium from AF	1
Total amount of PPG allocated for 2018/2019	£88,660

Our allocation for 2018/19 is £88, 660 which will be used to support children based on the identified needs of this group of learners.

Academic – Learning in the curriculum	80%
Wellbeing – Social, emotional and behavioural support	12%
Enrichment and Engagement beyond the curriculum	8%

