- Costings to be finalised.

HIGHWOOD PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY –

This document contains an overview of the approaches and impact of PPG spending for the academic year 2016 – 2017 and the planned approach and costings for 2017 - 2018

Highwood Primary School Pupil Premium Strategy 2017 / 2018

1. Summary information

School	Highwood Primary School				
Academic Year	2017/18	Total PP budget	£66,006 (7/12ths of fy 16/17 and 5/12ths of fy 17/18)	Date of most recent PP Review	LA review covered PPG on ADD DATE
Total number of pupils	274	Number of pupils eligible for PP	58+ 2 EYPP	Date for next internal review of this strategy	

2. Current attainment –
KS1 2017 National Tests, cohort of 4 children
KS2 2017 National Tests, cohort of 11 children

	KS1		KS2	
	Pupils eligible for PP (Highwood Primary School)	Pupils not eligible for PP (national average)	Pupils eligible for PP (Highwood Primary School)	Pupils not eligible for PP (national average)
% Achieving at least expected standard in reading, writing and maths	60%		40%	
% Achieving at least expected standard in reading	80%	76%	80%	71%
% Achieving at least expected standard in writing	90%	68%	60%	76%
% Achieving at least expected standard in maths	70%	75%	60%	75%
Scaled progress score in reading – KS2 **Progress from ELG – KS1**	70% Expected 20% Better than expected		1	0
Scaled progress score in writing – KS2 **Progress from ELG – KS1**	90% Expected 30% Better than expected		-1.2	0
Scaled progress score in maths – KS2 **Progress from ELG – KS1**	90% Expected 10% Better than expected		-1.6	0

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3. Barriers to future attainment (for pupils eligible for PP including more able)

These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.

In-school barriers	
A.	Pupil Voice – children letting us know what barriers to learning they have
B.	Basic Mathematical ability Conceptual understanding of Maths
C.	Behaviour / Pupil wellbeing
D.	Ability to decode / access age related texts

External barriers	
E.	Children / family aspirations
F.	IT access / capability
G.	Parental ability in core subjects

4. Outcomes

	Desired outcomes	Expected Impact and how they will be evidenced
A.	Increase in Maths knowledge and understanding across the school.	PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average. Evidenced through PPM and data reports (Year Group Profiles)
B.	Teachers understand the concept of the mastery approach and plan opportunities accordingly.	PPG Maths progress at KS2 is at least in line with National Average
C.	Greater cohesion between school and home in targeting the most effective use of PPG allocation. Increased aspirations and expectations of children.	Aspirations are increased, particularly for more able PPG children, and funds are targeted in most effective manner – parent input listened to and valued.
D.	Times Table knowledge and speed of recall increases across the whole school.	PPG Maths progress at KS2 is at least in line with National Average. Basic maths skills are evidenced through ongoing scrutinies and data trawls.
E.	Children become more resilient learners with more positive attitudes to learning.	Behaviour and attitude improvements noted for PPG children above stage 1 on our behaviour management system.
F.	Children's exposure to, and understanding of, more complex vocabulary increases.	Reading comprehension and GPS attainment increase, evidenced through data trawl and PPMs.
G.	Parental engagement increases and as a result aspirations for children also increase.	Parents to be involved in an 'annual review' style so their voice is more prominent in the conversation. Noticeable impact on engagement and aspiration documented through the review process.

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5. Planned expenditure

Academic year	2017/18

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?
Approach for Maths: • Increase in Maths knowledge and understanding across the school. • Teachers understand the concept of the mastery approach and plan opportunities accordingly. • Children become more resilient learners with more positive attitudes to learning.	Embed the implementation of our Mastery Maths Plan using AET resources to have greater consistency with approach to deep learning across the whole school. Continue with regular BAM (Build A Mathematician) assessments for children to show understanding and give teachers an exact idea of pupil gaps in order to plan what interventions / whole class teaching is needed. Children will be working on the same concepts as the rest of their class to build self-esteem, and differentiation will be achieved through level of thinking required. All children expected to achieve an understanding of each topic / concept. Develop pupil motivation by use of working walls so that children can see their learning journey and be inspired to progress through it.	Singapore Maths approach focuses on teaching the class through small steps of representation through to abstract concept of calculations. It focuses on pupils explaining their work and justifying it – success is when you are certain you know it. Finland use similar approach and children with SEND are more likely to catch up – higher attainers focus on ability to explain rich and complex problems, while others focus on deep understanding.	Review the principles and methodology with staff. Present them with the resources and curriculum content. 6 x Staff meetings (1 per half term) £852.55 6 x SLT meetings (1 per half term) £407.69 Phase Leaders / DHT drop ins to prioritise the 'depths of understanding' Representation Fluency Probing Questions Further Extension Rich and sophisticated tasks Calculation policy resources BAM resources Develop the CPD process for support staff to aid in the effectiveness of the interventions they deliver. 2 x support staff CPD sessions – MH to lead. £102.66	MH CV Phase Leaders	Half termly reports from Phase Leaders to SLT. Learning walks to review use of displays to support the learning process. Half termly PPMs to discuss impact of approach on all children's progress

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				SP MH	End of Autumn 2
Approach for English • Children's exposure to, and understanding of, more complex vocabulary increases.	Review the quality texts used in each year group. **How does the Whole Class Reading (WCR) method work?** The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. They do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding, keeping in mind that children must learn to: Decode (D), Explain (E) Retrieve information (R), Interpret meaning (I) Comment on the author's choice of vocabulary or style (C). The WCR approach is given the acronym *DERIC* Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory.	Our carousel approach required the teachers to have intricate knowledge of multiple texts being read by children in the class- this had a significant impact on the workload of teachers to make effective use of the time. By the nature of the organisation, children would have contact with the teacher on 1 out of the 5 days when reading was taught, which is not sufficient to make sure progress is being made. Children who may struggle with the physical decoding of words are potentially being held back in their comprehension due to not being able to engage in age appropriate texts. The WCR approach allows all children to be exposed to age appropriate vocabulary and their comprehension can be assessed by the teacher based on the knowledge of the extract that has been read during that session. The choice of texts is absolutely key in this. Previously, we had chosen some texts because they linked perfectly with our themes and topics. We had to be really honest with ourselves about some of the texts we use and we decided some simply weren't challenging enough and others were easily understood. For these texts, the	Purchase high quality texts at least enough for 1 per 2 children. £95.84 Skellig £31.92 Firework makers… Expand quality and quantity of texts in the school libraries as well as class reading areas. The Y3/4 and Y5/6 word lists will help form the basis of how we choose texts and the Amazon "Look Inside" feature is really useful for checking multiple texts quickly. We aim for a text to be challenging and accessible for all so we are not looking for something pupils can easily read and understand already. This is something we will continue to improve and check as we consider the books used throughout the year in each year group. We will secure the services of an SLE in WCR to support our transition to this approach. 1 x 3 days @ £350 a day plus travel. Audio books – reading corners		

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		activities did not support our ethos of deep learning.	<mark>Audio stations</mark>		

| Approach for engaging parents | Adopt an annual review for PPG children and families. | In 2010 the Sutton Trust commissioned a study using Millennium Cohort data. The headline figure was a depressing one. Children growing up in the poorest fifth of families were already nearly a year (11.1 months) behind those children from middle income families in vocabulary tests by the time they reached school age.

The report also found good parenting and a supportive home environment are more important determinants of good test scores at age 5 than family income. The report shows that large numbers of the poorest children are read to every day, taken to places of interest, and given regular bed times. These examples of positive parenting within the lowest income families demonstrate that such behaviours are successfully adopted among vulnerable families. Clearly, if we can help more families in difficult circumstances to adopt this positive parenting it will have an impact on narrowing the attainment gap that materialises so early in life.

Regular parental engagement and joint working has been very successful with our SLI / SEND children. | 1 x staff meeting to explain the approach £139.83

HLTA Cover required for teacher release. Approximately 6 days. £94.45

1 hour x teacher / SLT £436.01

Organisation to include families with multiple children can attend one appointment to discuss all PPG children. | CV MH | |
|---|---|---|---|---|---|
| • Parental engagement increases and as a result aspirations for children also increase. | • 1 day per year parents invited in to meet with PPG lead and class teacher.
• Using the paperwork developed in school for SEND annual reviews, ascertain a holistic view of the child.
• Documentation to include pupil, parent and school voice.
• Outcomes to give academic profile priority, followed by strengths, needs and aspirations.
• Review date to be set and agreed approaches carefully budgeted. | | | | |

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Approach for Maths:

Total – £1,362.90

Approach for English:

Total – 1,177

Approach for engaging parents

Total - £670.29

Total budgeted cost

Costs to be finalised and added to each term.

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?**
• Times Table knowledge and speed of recall increases across the whole school	Times Table Rock stars	Pupil engagement, learning, time and budget are important. In the development of TT Rock Stars. All these aspects have been given careful consideration. Maths teachers recognise how fundamental times table recall speed is to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars (the paper version) has been used in many schools across the UK since 2010 and the feedback is that pupils and teachers love it. Incorrect answers are always immediately corrected in front of the pupil so that they start to associate the correct answer to every question. More than that, the clever code behind the scenes works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them. It will also ask related division questions 20% of the time in order to reinforce division facts. Lesson time isn't wasted - TT Rock Stars is lightning fast. Once pupils are logged in, they can begin a game in one click.	Trial begins in Yr 2, 5 and 6 before whole school roll out. Staff meeting time	SP	Termly
• Children become more resilient learners with more positive attitudes to learning. • Children's exposure to, and understanding of,	Early Talk Boost	Language is fundamental. It's essential for all learning. For making friends. For life. But 1.4 million children have long-term communication difficulties, and in some areas over half of all children start school with delayed language. Children with communication difficulties find life hard but often their needs are missed so they receive no support.	Planned in as ongoing intervention for pupils with SLCN across the setting. Extended to EYPP children to give them a language boost if required.		

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more complex vocabulary increases.		Key facts; 18% of children did not meet expected levels of communication and language at age five in 2016 – that's nearly six children in every class who have trouble with language and communication 49% of early years practitioners receive little or no training in typical speech, language and communication development in their initial training. IMPACT - Children with weak early language skills at age five are four times more likely than their peers to have poor reading levels at age 11 Good language at age five is the single most important factor in helping children escape poverty. Good language skills are closely linked to children's attainment and the development of good social skills. Good communication is the most important skill for young people in the jobs market. Key facts: Children from the most disadvantaged backgrounds have lower language skills than their better off peers Children from low income families are nearly a year behind their better off peers in vocabulary when they start school Disadvantaged children are more likely to lag behind their wealthier peers in language skills if their early language difficulties are not tackled Over half of adolescents in some disadvantaged areas have poor language skills l Language difficulties can lead to young people becoming Not in Employment, Education or Training			
• Children become more resilient learners with more positive attitudes to learning. • Pupil Premium monitoring and evaluation will mirror that of our provision SEND with parents becoming more actively engaged in pupils learning.	• Provide children and parents with a selection of stories and books, appropriate for their child's age, which can be shared at home for pleasure, improving motivation to read and interest in books. • Encourage our parents to read regularly to their children, by removing the barriers of cost, time and appropriate selection.	The Pie Corbet Reading Spine Books for Year 2 (£111.00) was purchased, using money raised by the parents through their support of the School Book Fair, as it would be a positive thing for the parents to know that they were benefiting from the money raised as well as the children. The variety and number of books available has been increased by adding in selected texts from our school library, to ensure every child can choose a book once a week. We have also include rhyme and poetry, which our children have shown a real interest in through Poetry Club. The books are labelled to help parents and children identify the Shared Stories. They are displayed in a shelving unit outside the classroom accessible to parents and children. The children will have a dedicated time every Friday to choose a book to take home to share with their parents and can give a score out of 5 on its return to show what they thought of it.	We know from conversations with the children that many of the children do not have many or any books at home to share with parents. Many of our children say that they read their school reading books to their parents but do not get to have stories read to them by their parents and they would like to be read to. Increasing numbers of children in Year 2, have asked to join Lunchtime Library Club and become involved and are clearly very keen to take	KS	Parents will be asked to complete a pre- launch questionnaire regarding their current practise and attitudes towards reading to their children. Parents to complete a follow up questionnaire at the end of the year so we can review its success. They have also been asked to give us verbal feedback, as the project develops to help us ensure it meets their needs. Parents who did not attend the launch will receive a covering letter to describe its aims and an

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	• Provide a challenging and varied selection of quality books and longer texts that introduce children to vocabulary, ideas and language structures, which they may not yet be able to read or access themselves. • Encourage parents to continue using picture books with their children and make them aware of their particular value in developing visual literacy, comprehension, and vocabulary.	We are hoping to record many of the stories onto dvd so that if parents are not able to share a story with their children due to limited reading skills or home language issues, then their children can still enjoy the stories and access the language.	books home for their parents to read to them. Research shows that Picture Books are particularly powerful for supporting and developing language and comprehension because of the visual support, especially for EAL children and families. Many of our Pupil Premium children, particularly in year 2, have limited vocabulary and very little story experience to draw on for their own writing. We expect this opportunity will have a positive impact on all areas of their literacy as well as developing a lifelong love and interest in reading and books. Once evaluated, this will be rolled out to other year groups.		information booklet about the value of reading to their child to encourage them to become involved. Pupil feedback on a weekly basis. The children will have a dedicated time every Friday to choose a book to take home to share with their parents and can give a score out of 5 on its return to show what they thought of it. Teacher and TA's to be asked to observe the children's and parents responses and comment about the books they have shared during the trial. Also asked to note any changes in attitude towards reading or improvements in other areas of literacy such as wider vocabulary use in writing.
• Increase in Maths knowledge and understanding across the school. • Teachers understand the concept of the mastery approach and plan opportunities accordingly.	• Pre-teach concepts and vocabulary to pupils who are PPG, EAL or who have vocabulary difficulties. This will give then a background of the vocabulary needed for the wave 1 teaching of the subject. • This is especially important in mathematics and topic lessons – science, history and geography. • Staff meetings needed to introduce concept and change the schools mind-set on interventions.	EFFECTIVE PRIMARY TEACHING PRACTICE 2016 written by the Teaching Schools Council states: Effective use of small group work. Pupils can and do learn from summarising, communicating and reasoning with peers. This works best with structure and support so that pupils learn and progress as intended. Small group work can also be an effective approach for corrective teaching or targeted pre-teaching - helping ensure all pupils can access the content in whole class teaching. PRE-TEACHING: • is teaching pupils skills or knowledge that they need to know, before a lesson where the skills or knowledge will be applied; • it requires accurate assessment to diagnose where pre-teaching is required or most helpful; • can be used to deliver content to the whole class, groups of learners or individual pupils;		

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- Research possibilities of Rhona Stainthorp from the university of reading coming into school to lead staff meetings about the importance of language and vocabulary. - Teachers to carefully consider the different means one word can have and explicitly teach the pupils the meaning for the lesson/concept.	• can be used with small groups to enable them to take part in the whole class teaching. For example, a teacher may pre-teach three or four pupils the component skills of a process (e.g. the value of different coins) before they are asked to solve problems using those components (adding up money). Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching should have a positive impact on our 'keeping up; not catching up' philosophy.

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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?
•					
•					
				Total budgeted cost	
				Overall total budgeted cost	

6.Review of expenditure

Previous Academic Year 2017-18	

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

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Approach for Maths: •				
Approach for English •				
Approach for engaging parents •				
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**

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