

2016 -
2017



HIGHWOOD PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY –

This document contains an overview of the approaches and impact of PPG spending for the academic year 2015 – 2016 and the planned approach and costings for 2016 - 2017



Highwood Primary School Pupil Premium Strategy 2016 / 2017

1. Summary information					
School	Highwood Primary School				
Academic Year	2016/17	Total PP budget	£55,247 (7/12ths of fy 15/16 and 5/12ths of fy 16/17)	Date of most recent PP Review	13/01/17
Total number of pupils	255	Number of pupils eligible for PP	54 +7 EYPP	Date for next internal review of this strategy	April 2017

2. Current attainment – KS1 2016 National Tests, cohort of 4 children KS2 2016 National Tests, cohort of 11 children				
	KS1		KS2	
	<i>Pupils eligible for PP (Highwood Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (Highwood Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving at least expected standard in reading, writing and maths	75%	74%	27%	53%
% Achieving at least expected standard in reading	75%	74%	64%	66%
% Achieving at least expected standard in writing	75%	65%	45%	74%
% Achieving at least expected standard in maths	75%	73%	36%	70%
Scaled progress score in reading	n/a	n/a	0.6	0
Scaled progress score in writing	n/a	n/a	-6.6 (Sig -)	0
Scaled progress score in maths	n/a	n/a	-3.1	0

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.	Attitudes to learning - including behaviour
B.	Children's emotional wellbeing
C.	Paperwork / Systems not ensuring effective use of time
External barriers	

D.	Ability of parents to engage with children's learning
E.	Access to resources to support learning effectively
F.	High enough aspirations for children

4. Outcomes		
	<i>Desired outcomes</i>	<i>Expected Impact and how they will be evidenced</i>
A.	Attainment of PPG children at KS2 is at least in line National Average	Use of MB and AK timetable to be targeted at Year 6 PPG outcomes so that internal and external barriers listed above are minimised. This will be evidence by Data trawl in PPMs; PP Review document analysis by AK; analysis of behaviour data and pastoral support records and by PM reviews with line managers.
B.	Teachers to be astutely aware of the needs of PPG children so that funds can be effectively used.	Interventions are successful in raising attainment and accelerating progress of all PPG children – evidenced by: Data trawl in PPMs; PP Review document analysis by AK, TA reviews meetings with MB and by PM reviews with line managers.
C.	Children become more resilient learners with more positive attitudes to learning.	Children in receipt of PPG funding will be in line with non PPG children in relation to behavioural incidents and need for pastoral support – evidenced by discussion with teachers; analysis of behaviour data and pastoral support records.
D.	Pupil Premium monitoring and evaluation will mirror that of our provision SEND with parents becoming more actively engaged in pupils learning.	All children/families in trial group will have attended a termly review meeting (using structured conversation format). Aspirations will be raised and attainment / progress will have increased as a result – evidenced by Data trawl in PPMs; PP Review document analysis by AK and PP review meeting notes.
E.	Children will have access to the resources required in order for them to make accelerated progress.	No pupil will be disadvantaged. All pupils will have access to the equipment and resources required for them to make accelerated progress and achieve at least in line with National Expectations.
F.	The paperwork and systems in school, support efficient use of staff time to achieve positive impact on pupil outcomes.	Money is effectively targeted at barriers to academic progress, so pupil outcomes are at least in line with National Average - evidenced by Data trawl in PPMs; PP Review document analysis by AK and PM reviews with line managers.

5. Planned expenditure

Academic year

2016/17

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?
<p>Approach for Maths:</p> <ul style="list-style-type: none"> Attainment of PPG children at KS2 is at least in line National Average. Teachers to be astutely aware of exact needs of PPG children so that funds can be effectively used. Children become more resilient learners with more positive attitudes to learning. 	<p>Expand the implementation of our Mastery Maths Plan using AET resources to have greater consistency with approach to deep learning across the whole school.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Discuss the principles and methodology with staff. Present them with the resources and curriculum content. Trial for a term and invite open and honest feedback.</p> <p>3 x Staff meetings (1 per term) 6 x SLT meetings (1 per half term)</p> <p>Phase meeting to prioritise the ‘depths of understanding’</p> <p>Representation Fluency Probing Questions Further Extension Rich and sophisticated tasks Calculation policy resources BAM resources</p> <p>Supports staff will be involved in the CPD process to aid in the effectiveness of the interventions they deliver.</p>	<p>MH AK Phase Leaders</p>	<p>Half termly reports from Phase Leaders to SLT.</p> <p>Learning walks to review use of displays to support the learning process.</p> <p>Half termly PPMs to discuss impact of approach on all children’s progress</p>

<p>Approach for English</p> <ul style="list-style-type: none"> • Attainment of PPG children at KS2 is at least in line National Average. • Teachers to be astutely aware of exact needs of PPG children so that funds can be effectively used. • Children become more resilient learners with more positive attitudes to learning. 	<p>The curriculum has been completely redesigned to allow more planned links between the English curriculum and the theme of the term (NC objectives and SpaG content has been linked to areas where it will be used, in order for it to be less abstract.) The Learning Loops philosophy will allow more purposeful writing activities and a greater stimulus for children to succeed.</p> <p>The genres for writing have been groups into 4 text types (Entertainment, Discussion, Persuasion, Information) to allow for a much greater transition of skills from one type of writing to the next. More effective use of classroom time will allow children to focus on the writing skills as new knowledge from the other curriculum areas is being constantly used.</p> <p>For Double Disadvantaged children to access appropriate reading materials in line with age and reading ability.</p>	<p>A more formalised and structured approach has had a positive impact in the Maths curriculum. This is now being applied to our English curriculum</p> <p>Writing for a purpose produces a far greater standard of writing.</p> <p>Teaching Grammar objectives in context will give children meaningful ways to practise and understand.</p> <p>Learning requires a period of time to forget – with the structure of the writing text types and the newly designed curriculum, this ‘time to forget’ will be planned in with regular recapping opportunities to aid with transfer in to long term memory.</p> <p>Discussions with children in relation to self-esteem highlight that reading books for younger children can be demotivating. Age appropriate content at the right level was discussed with children to be a positive step forward.</p>	<p>Staff meetings used to discuss the concept and processes.</p> <p>Phase meetings used to monitor progress.</p> <p>Staff able to move units as they see fit within the curriculum, but the content of each year group is fixed.</p> <p>Learning walks / lesson observations to make sure the approach is being successfully delivered.</p> <p>MB to oversee allocation of books and monitor their use and impact. Report back to SLT.</p>	<p>MH Phase Leaders SLT</p>	<p>Half termly reports from Phase Leaders to SLT.</p> <p>Learning walks to review use of displays to support the learning process.</p> <p>Half termly PPMs to discuss impact of approach on all children’s progress</p>
--	--	---	--	---	---

<p>Approach for Assessment:</p> <ul style="list-style-type: none"> • Attainment of PPG children at KS2 is at least in line National Average. • Teachers to be astutely aware of exact needs of PPG children so that funds can be effectively used. • Children become more resilient learners with more positive attitudes to learning. 	<p>The new approaches to English and Maths will provide the teacher with much more specific feedback about the needs of each child. This will be used to plan specific actions to make sure PPG children close any gaps that have formed or develop deeper understanding of taught concepts.</p> <p>This will be supported by a more rigorous assessment schedule at key points in the school year. The gap analysis data collected will also us to target more effective deployment of support staff.</p> <p>CPD for support staff targeted at providing the skills needed to impact the progress made in intervention groups. Time spent with teachers discussing the intervention required based on the assessment information available.</p>	<p>Data from the previous year showed that children’s exposure to test style questions is an area that we could improve.</p> <p>The children will have access to the test information to be able to plan personal targets with their teachers in pupil conferencing sessions. This 1:1 time has shown to give a valuable insight into children’s perceived barriers to learning.</p>	<p>Timetable to be discussed and shared with staff.</p> <p>Resources to be purchased and available for staff.</p> <p>Time designated for staff to mark and evaluate data.</p> <p>Support staff to be included in process so that key objectives that are causing slow progress can be targeted through specific interventions.</p>	<p>MH SLT</p>	<p>Half termly PPMs to discuss impact of approach on all children’s progress</p> <p>TA Reviews.</p> <p>Teacher PM discussions.</p>
--	--	--	--	-------------------	--

<p>Approach for engaging parents</p> <ul style="list-style-type: none"> • Attainment of PPG children at KS2 is at least in line National Average. • Teachers to be astutely aware of exact needs of PPG children so that funds can be effectively used. • 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. • Children will have access to the resources required in order for them to make accelerated progress. 	<p>Trial a new process of structured conversations with PP families (beginning with Yr 6) and engage them in the outcomes we are trying to achieve with their children.</p> <p>Use this trial to focus on parents increasing the aspirations of their children and supporting the school in achieving them.</p> <p>Individual year groups will offer termly English and Maths workshops to share with parents how they can support their children at home.</p> <p>SPLAT Stay Participate Learn and Achieve Together</p> <p>SPLAT days to be introduced across the school to encourage parents to be actively involved in their children learning.</p> <p>Use of PSA to help engage disadvantaged families and identify and barriers to learning.</p>	<p>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.</p> <p>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.</p> <p>Regular parental engagement and joint working has been very successful with our SLI / SEND children.</p>	<p>AK to have 0.2 of her timetable designated for PPG children. A termly timetable will be created and invites sent out early to make sure families are engaged and able to attend.</p> <p>KB to be included in Vulnerable Children meetings so she is aware which families are eligible for PPG.</p> <p>KB to target conversations with PPG families to make sure they are aware and able to participate on the sessions offered at school.</p>	<p>AK SLT KB</p>	<p>Parental feedback forms at the end of each session.</p>
--	--	--	--	--------------------------	--

Approach for Maths:

3 x Staff meetings (1 per term) - £1080.00
6 x SLT meetings (1 per half term) - £2009.70
Calculation policy resources - £89.10
BAM resources - £57.24

Total - £3236.04

Approach for English:

PPG Targeted Reading books - £84.00
SLT time - £17.55 + £9.10
Staff meeting - £388.57
Learning Walks - £398.42
Enrichment resources - £8.76 + £56.16
Thesaurus investment - £64.02

Total - £1026.58

Approach for Assessment:

PPG Specific interventions - £17,897.91 (up to Spring 1 – predicting £35,795.82 by end of year)
Staff meeting (half) £194.29
INSET Session – Maths - £55.08
Behaviour (pupil Passport) £65.34

Total - £18212.62

Approach for engaging parents

Structured conversations –
PSA targeted time –

Total -

Total budgeted cost

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?
<ul style="list-style-type: none"> Attainment of PPG children at KS2 is at least in line National Average. 	MB and AK will team teach in year 6 during English and Maths lessons.	<p>Year 6 has 10 (45%) PPG children – 7 of which are at risk of not meeting ARE in RWM combined.</p> <p>Use of team teaching strategies have been extremely successful for the school in the past – not only for borderline ARE children, but for Higher Attainers too.</p>	Timetable will be discussed agreed and set in stone.	<p>MH, AK, MB</p> <p>Costings have been included in interventions total.</p>	Half termly – evidenced by data trawl in PPMs.
<ul style="list-style-type: none"> Attainment of PPG children at KS2 is at least in line National Average 	MH to more able year 6 Maths group. 4 out of 8 children identified are PPG children.	<p>Year 6 has 10 (45%) PPG children – 7 of which are at risk of not meeting ARE in RWM combined.</p> <p>Majority of group are more able boys, whose confidence in Maths overshadows the majority of their peers. Challenging them with complex problems will also allow the remainder of the PPG children in the class to thrive and feel confident making mistakes.</p>	Timetable will be discussed agreed and set in stone.	<p>MH, AK, MB</p> <p>Costings have been included in interventions total.</p>	Half termly – evidenced by data trawl in PPMs.

<ul style="list-style-type: none"> Children become more resilient learners with more positive attitudes to learning. 	<p>PSHE Curriculum will be exclusively taught by class teachers or MB rather than PPA cover.</p> <p>PSHE curriculum to have strong focus on pupil wellbeing.</p>	<p>Research into Maslow hierarchy of needs clearly states that children need to have certain needs met before they are in a place ready to learn.</p> <p>Children learning about being in control of their own wellbeing and developing their own coping mechanisms has shown to have a positive impact on pupil wellbeing.</p>	<p>Timetable will be discussed agreed and set in stone.</p>	<p>MB MH</p> <p>PSHE Curriculum cost = £100</p>	<p>MB to produce termly report for SLT about the implementation.</p> <p>MH to constantly review the behaviour analysis to check for positive impact.</p>
<ul style="list-style-type: none"> Children will have access to the resources required in order for them to make accelerated progress. 	<p>Early Talk Boost</p>				

<ul style="list-style-type: none"> Pupil Premium monitoring and evaluation will mirror that of our provision SEND with parents becoming more actively engaged in pupils learning. 	Family Centre				
<ul style="list-style-type: none"> Children become more resilient learners with more positive attitudes to learning. 	<p>Highwood staff to take part in a professional learning community (PLC) with the aim of improving the attendance and punctuality across the school.</p> <p>Each member of staff will come up with a line of enquiry to follow, based on the attendance patterns of their classes. Different approaches will be researched and applied with recommendations presented the whole staff on completion.</p>	<p>The analysis from the DfE shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases.</p> <p>Positive impact was achieved in the previous gender gap PLC.</p>	Staff meeting time designated to complete the research and time given to implement lines of enquiry.	<p>SLT</p> <p>1 x SLT Meeting 5 x Staff meetings</p>	3 weekly check ins with staff with a final presentation at the end of the Spring term.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Increasing numbers of children in Year 2, have asked to join Lunchtime Library Club and become involved and are clearly very keen to take books home for their parents to read to them.</p> <p>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.</p> <p>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.</p> <p>Once evaluated, this will be rolled out to other year groups.</p>	<p>Make sure all parents know about the trial and have all the information required to access it.</p> <p>The project was launched as a SPLAT event, which was advertised to all parents. It was well attended by parents. We were particularly pleased by the turn out of fathers who expressed how much they enjoyed the event and were looking forwards to trailing the books with their children.</p> <p>Parents who did not attend the launch will receive a covering letter to describe its aims and an information booklet about the value of reading to their child to encourage them to become involved.</p> <p>Parents who are nervous about getting involved may need to be approached individually by the teacher to encourage them to participate.</p> <p>Ensure the children have a weekly opportunity to choose, take home and feedback on the books.</p> <p>Ensure all staff working with Year 2 know about the trial, know how the children and their parents can access the books and are have an opportunity to feedback children and parents responses.</p>	<p>Parents will be asked to complete a pre- launch questionnaire regarding their current practise and attitudes towards reading to their children.</p> <p>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.</p> <p>Parents who did not attend the launch will receive a covering letter to describe its aims and an information booklet about the value of reading to their child to encourage them to become involved.</p> <p>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.</p> <p>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.</p>
---	--	--	---	--	---

Shared stories – £68.48

PSHE Curriculum – £100

Early Talk Boost -

Family Centre Support –

Attendance PLC - £1942.85 + £334.95 = £2277.80

Total

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?
<ul style="list-style-type: none"> The paperwork and systems in school, support efficient use of staff time to achieve positive impact on pupil outcomes. 	<p>School to invest in Edukey software to simplify the provision mapping process across the school.</p> <p>TA intervention sheets to include the length of time the intervention is delivered for on a daily basis.</p>	<p>Use of CPOMS in school has significantly reduced the paperwork and time spent with face to face meetings in relation to CP and Behaviour issues.</p> <p>Edukey will allow key users to input and analyse data relating to costs, effectiveness and value for money for each intervention delivered.</p>	<p>MB to lead staff training in the same way CPOMS was implemented.</p> <p>CE and MH to combine the financial information collected on separate spreadsheets into the Edukey software.</p> <p>SLT to learn how to use the reporting functions to analyse the data collected.</p> <p>PPG LA Review will be organised as external validation of an effective PPG approach.</p>	<p>MB CE SLT</p>	<p>Half termly.</p> <p>MH, CE and MB to meet on a regular basis (3 weekly) to make sure information is up to date and effectiveness is monitored.</p>
<ul style="list-style-type: none"> The paperwork and systems in school, support efficient use of staff time to achieve positive impact on pupil outcomes. 	<p>Designated time given to staff for completion of PPG planning and monitoring.</p>	<p>Review of the documentation is vital to prioritising where the funds are allocated. With initiatives we have introduced before, designated time for discussion and implementation has been key to their success.</p>	<p>Staff meeting time will be allocated for staff to complete, monitor and evaluate the strategies used for accelerating PPG children's progress.</p>	<p>MH Staff</p>	<p>Termly</p>
<p>MB, CE meeting time = £17.55 + £9.10 Subscription to Edukey – provision mapping software - £151.20 PPG Review day - £779.76</p>					
Total budgeted cost					
Overall total budgeted cost					

6. Review of expenditure

Previous Academic Year 2016-17

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
Approach in Maths •				

<p>Approach for English</p> <ul style="list-style-type: none">•				
<p>Approach for Assessment:</p> <ul style="list-style-type: none">•				

<p>Approach for engaging parents</p>				
---	--	--	--	--

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
-------------------------------	--------------------------------------	--	--	--------------------
