

2018 -
2019



HIGHWOOD PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY –

This document contains an overview of the approaches and impact of PPG spending for the academic year 2017 – 2018 and the planned approach and costings for 2018 - 2019



Highwood Primary School Pupil Premium Strategy 2018 / 2019

1. Summary information					
School	Highwood Primary School				
Academic Year	2018 - 2019	Total PP budget	18/19 fy allocation 76,560/12*7= 44,660 19/20 fy allocation estimated 68,640/12*5=28,600 Total for academic yr 18/19= 73,260	Date of most recent PP Review	13/01/2017
Total number of pupils	290	Number of pupils eligible for PP	55 + 1 EYPP	Date for next internal review of this strategy	10/12/2018

2. Current attainment – KS1 2018 National Tests, cohort of 5 children KS2 2018 National Tests, cohort of 9 children						
PPG GLD = 75% (School Average 81%; National Average 72%) EYFS 2018 cohort = 12 pupils						
	KS1			KS2		
	<i>Pupils eligible for PP (Highwood Primary School – Whole Cohort)</i>	<i>Pupils eligible for PP (Highwood Primary School – Mainstream Children)</i>	<i>National Average</i>	<i>Pupils eligible for PP (Highwood Primary School – Whole Cohort)</i>	<i>Pupils eligible for PP (Highwood Primary School – Mainstream Children)</i>	<i>National Average</i>
% Achieving at least expected standard in reading, writing and maths	60% (5 Children)	75% (4 Children)	65%	78% (9 Children)	78% (9 Children)	64%
% Achieving at least expected standard in reading	80% (5 Children)	100% (4 Children)	76%	78% (9 Children)	78% (9 Children)	75%
% Achieving at least expected standard in writing	80% (5 Children)	100% (4 Children)	70%	89% (9 Children)	89% (9 Children)	78%
% Achieving at least expected standard in maths	60% (5 Children)	75% (4 Children)	76%	89% (9 Children)	89% (9 Children)	76%
Scaled progress score in reading – KS2 Expected Progress from ELG – KS1	100%	100%		1.31	1.31	0
Scaled progress score in writing – KS2 Expected Progress from ELG – KS1	100%	100%		1.11	1.11	0
Scaled progress score in maths – KS2 Expected Progress from ELG – KS1	80%	75%		0.25	0.25	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.	Ability to decode / access age related texts - Ability to make inference and justify inference.
B.	Vocabulary – understanding of and ability to use in own writing.
C.	Mathematical reasoning

External barriers

D.	Attendance / Punctuality
E.	Parental engagement

4. Outcomes

	<i>Desired outcomes</i>	<i>Expected Impact and how they will be evidenced</i>
A.	Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)	PPG children, in particular those with LPA, will have accelerated progress as a result of the WCR initiative. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.
B.	Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA)	An increased percentage of children will be assessed at the GDS stage for writing with more children from the EXS group across the school reaching the increased expectation. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.
C.	PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.	Disadvantaged pupils' attainment and progress in all subject data held by the school is at least in line with the school average. Reportable 'headline' data is at least in line with National Average. Evidenced through data held in Insight and through PPM documentation. External validation of school's approach to Maths having positive impact.
D.	Attendance for vulnerable groups is at least in line with other school groups and at least in line with National Average.	The gap between PPG attendance and Whole school attendance is diminished. Evidenced through HT report to governors and the impact of the PSA role.
E.	An increased number of parents of vulnerable children are accessing the provision available from the school.	There is an increased percentage of PPG parents attending events that will support pupils' learning. This will be evidenced using Autumn term events as a baseline and the same events in Spring and Summer used to compare. (Literacy Workshops, Maths Workshops, SPLAT events, Parents' evening etc.)

5. Planned expenditure

Academic year

2018/19

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"> PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average. Children become more resilient learners with more positive attitudes to learning. 	<p>Consolidate and increase expectations through the continued implementation of our Mastery Maths Plan.</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>There are 10 PPG, alongside this being a cohort that has not made the progress expected in year 6 therefore we have chosen to split the class into two small classes of 15 for more targeted support.</p> <p>Our Mastery approach to Maths has seen an increase in both attainment and progress. To fully embed this with new staff, we have organised INSET provision from the writer of the scheme to consolidate our approach and refine our approach to planning and resourcing.</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>Having two teachers team teaching during last academic year was successful in accelerating in year progress.</p> <p>KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018)</p>	<p>Ian Taylor INSET</p> <p>6 x Staff meetings (1 per half term) £852.55 6 x SLT meetings (1 per half term) £407.69</p> <p>Phase Leaders / DHT drop ins to prioritise the ‘depths of understanding’ Representation Fluency Probing Questions Further Extension Rich and sophisticated tasks Calculation policy resources</p> <p>Develop the CPD process for support staff to aid in the effectiveness of the interventions they deliver.</p>	<p>MH CV 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>

<ul style="list-style-type: none"> Times Table knowledge and speed of recall increases across the whole school 	<p>Times Table Rock stars.</p> <p>30 minutes daily across the school devoted to times table provision.</p> <p>KS2 assembly slot earmarked for celebration of TTRS success.</p>	<p>The first year of TTRS's implementation saw a significant rise in the number of children scoring 35+ in their mental arithmetic test at KS2. 57% of Highwood children achieved 35+ in 2018 compared to 40% in 2017.</p> <p>In 2018, 86% of mainstream pupils (89% of PPG children) achieved the expected standard with 46% (33% of PPG children) achieving above the 110 standardised score for the 'High Score' standard.</p>	<p>SP to lead and report back to SLT. CV, as Maths Lead, to monitor progress and impact on the wider Maths curriculum.</p>	<p>SP CV</p>	<p>Termly at PPMs</p>
<p>Approach for English</p> <ul style="list-style-type: none"> Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA) Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA) 	<p>Embed WCR</p> <p>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:</p> <p>Decode (D), Explain (E) Retrieve information (R), Interpret meaning (I) Comment on the author's choice of vocabulary or style (C).</p> <p>Creation of whole school writing portfolio to show examples of WTS, EXS and GDS. Staff audit suggested that CPD was required to gain a full understanding of Greater Depth Writing in years 1, 3, 4 and 5. A writing portfolio will give</p>	<p>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.</p> <p>Research conducted into ways to improve writing, particularly for children in KS2, for example:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf</p> <p>https://literacyforpleasure.wordpress.com/2017/04/09/what-the-research-says-the-13-most-effective-ways-for-improving-childrens-writing/ http://www.nwp.org.uk/research.html</p>	<p>Purchase high quality texts at least enough for 1 per 2 children. £95.84 Skellig £31.92 Firework makers Daughter £140.40 Jamie Drake Equation £53.82 Angel of Nitshill Road £194.56 Hansel and Gretel £119.70 James and the Giant Peach £95.68 Sir Gerwain and the Green Knight</p> <p>Expand quality and quantity of texts in the school libraries as well as class reading areas. Add in costs of whole class readers as a percentage of PPG children.</p> <p>'In a Nutshell – Reading' document will be shared with all staff so expectations are clear</p>	<p>SP MH</p>	<p>End of Autumn 2</p>

	<p>teachers annotated samples of work completed by Highwood pupils from Highwood's curriculum to be able to be used to make teacher assessment and next steps more accurate.</p> <p>More in depth moderation – use of CV (Wokingham's KS1 Lead Moderator) – focus in particular on PPG children.</p>		<p>across the school as to what Reading should look like.</p>		
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<p>Approach for engaging parents</p> <ul style="list-style-type: none"> Parents have the skills and knowledge to know what support is available for both their children and them as a family. 	<p>Adopt an annual review for PPG children and families.</p> <ul style="list-style-type: none"> 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. PSA targeted work around attendance and punctuality patterns of PPG children. 	<p>In 2010 the Sutton Trust commissioned a study using Millennium Cohort data. 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>Regular parental engagement and joint working has been very successful with our SLI / SEND children.</p> <p>See HT report for impact of PSA in improving PPG attendance.</p>	<p>1 x staff meeting to explain the approach £139.83</p> <p>HLTA Cover required for teacher release. Approximately 6 days. £94.45</p> <p>1 hour x teacher / SLT £436.01</p> <p>Organisation to include families with multiple children can attend one appointment to discuss all PPG children.</p>	<p>CV MH</p>	<p>Termly with PSA providing data to HT.</p>
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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?
<p>Approach to Attendance and Punctuality:</p> <ul style="list-style-type: none"> PPG children attendance and punctuality in line with whole school. Parents to understand the impact on their children’s well-being and academic achievement when they are late or absent from school. 	<p>Whole school A&P: 97% PPG A&P: 93%</p> <p>Approaches taken:</p> <ul style="list-style-type: none"> MiB and CV monitor attendance and punctuality on a 2 weekly basis <p>Pupils under 96% or > 2 lates (over 2 weeks):</p> <ul style="list-style-type: none"> Teachers inform parents when their child’s attendance falls below 96%. Teachers to meet with parents about what support can be put into place. <p>Pupils under 93% attendance or continued pattern of lates:</p> <ul style="list-style-type: none"> Letter sent to parents to make them aware. Informal meeting with parents planned with MiB and CV to discuss any barrier and support the school could provide. MiB continue any specific parenting support. <p>Pupils under 90% attendance or persistent lates (particularly U):</p> <ul style="list-style-type: none"> Formal letter sent inviting them to a formal meeting to discuss their child’s attendance. MiB and CV meet with parents and discuss next steps in attendance/lates – support is a key part of this discussion. Agreed plan put in place which parents sign. 	<p>This enables us to work closely with PPG parents to help improve their attendance and punctuality. We build close relationships with these families and work with them on an individual basis – providing support where needed. During meetings and discussion we explain their child’s attendance and punctuality and discuss/unpick patterns.</p> <p>Continued involvement and work with these families has shown an increase and improvement in A&P with some families. EWO can become involved further along the process.</p>	<p>MiB and CV monitor on a weekly basis. We then discuss each family and circumstances on an individual basis.</p>	<p>CV MiB</p>	<p>Half termly</p>

	<p>Strategies used with PPG pupils:</p> <ul style="list-style-type: none"> - Funded bus pass - Breakfast club places - Purchased bike helmets to encourage older pupils to ride their bike into school - Parenting courses - Help with structuring morning or bed time routines - Home and/or school reward systems 				
<ul style="list-style-type: none"> • Early Talk Boost 	<ul style="list-style-type: none"> • PPG children selected who have vocabulary difficulties. Also provides children with the opportunity to be read to in detail every week. • Important as it covers a wide range of age appropriate vocabulary; especially mathematical concepts (measure, space, comparisons), prepositions and interesting word choices. • Small groups set up for the intervention with an allocated quiet space. Intervention happens at least 3 times a week for 20 minutes to half an hour. • Training delivered by FS phase leader to all staff about the programme. All staff to rigidly follow programme. • Staff complete ETB baseline assessment at the start and then assess them again at the end • Interventions monitored and reflected on week by week. • The intervention can be run again, but there must be a whole terms gap in-between. 	<p>https://www.ican.org.uk/about-us/</p> <p>Link above shows evidence and research behind the program.</p> <p>To expose pupils to a greater range of vocabulary. Children are selected who have not had as much exposition to mathematical language, concepts and greater range of vocabulary in previous setting or in their home environment.</p> <p>The aim of the programme is help support PPG pupils in their early stages of education and help close the vocabulary gap in their learning. This should help them access and understand other areas of the curriculum, in particular mathematics and literacy.</p> <p>Next step: to have parental involvement in the stories and characters. Parents will be invited into a workshop about the programme and shown what they can do at home to support their child. Parents will have a copy of the book at home to read with the children.</p>	<p>FS phase leader to plan groups and monitor them week by week. Weekly discussions and with staff about individual children's progress.</p> <p>2 x 1 hour Training of EYP staff</p> <p>3 x weekly 30 minute sessions run by EYP</p>	FP	End of December 2018
<ul style="list-style-type: none"> • Increasing the amount of pre-teaching interventions and 	<ul style="list-style-type: none"> • Pre-teach concepts and vocabulary to pupils who are PPG, EAL or who have vocabulary difficulties. This will 	Success as a strategy with our DLD Resource Base			

decreasing the number of interventions after wave 1 teaching	<p>give then a background of the vocabulary needed for the wave 1 teaching of the subject.</p> <ul style="list-style-type: none"> • 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. • 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. 					
					Total budgeted cost to date:	£53,277.71
					Total allocated:	£73,260.00
					Money to be allocated after AUT 2 PPMs	£19,982.29
See Edukey cost report for breakdown of provision. (Appendix A)						

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
<p>Approach for Maths:</p> <ul style="list-style-type: none"> PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average. Children become more resilient learners with more positive attitudes to learning. 	<p>Embed 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>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.</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>Develop pupil motivation by use of working walls so that children can see their learning journey and be inspired to progress through it.</p>	<p>Yes. KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018)</p>	<p>Continue in 2018 – 2019 plan.</p>	<p>£1,362.90</p>

<p>Approach for English</p> <ul style="list-style-type: none"> Children’s exposure to, and understanding of, more complex vocabulary increases. 	<p>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:</p> <p>Decode (D), Explain (E) Retrieve information (R), Interpret meaning (I) Comment on the author's choice of vocabulary or style (C).</p> <p>The WCR approach is given the acronym <i>DERIC</i></p> <p>Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory.</p>	<p>KS2</p> <p>Target:</p> <p>Writing – 89% EXS and 22% GDS SPAG – 100% EXs and 44% GDS</p> <p>Actual</p> <p>Writing 79% EXS and 21% GDS SPAG 86% EXS and 57% GDS</p>	<p>Continue approach to WCR and develop into year 3 and 4.</p> <p>Embed Writing cycle and develop a greater understanding of the EXS and GDS standards for teachers.</p>	
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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
Early Talk Boost	<ul style="list-style-type: none"> • PPG children selected who have vocabulary difficulties. Also provides children with the opportunity to be read to in detail every week. • Important as it covers a wide range of age appropriate vocabulary; especially mathematical concepts (measure, space, comparisons), prepositions and interesting word choices. • Small groups set up for the intervention with an allocated quiet space. Intervention happens at least 3 times a week for 20 minutes to half an hour. • Training delivered by FS phase leader to all staff about the programme. All staff to rigidly follow programme. • Staff complete ETB baseline assessment at the start and then assess them again at the end • Interventions monitored and reflected on week by week. • The intervention can be run again, but there must be a whole terms gap in-between. 	<p>Baseline data predicted 64% to achieve GLD and school achieved 84%</p> <p>67% (8 out of 12 PPG children). 50% of the PPG children who did not achieve GLD are also on SEN Register.</p>	Continue with intervention but start earlier in the Autumn 2 term.	£554.71
Times Table knowledge and speed of recall increases across the whole school	Times Table Rock stars	Yes. Maths data across the whole school is strong. 2018 saw rise in KS2 progress outcomes increase from -1.23 (2016); -3.6 (2017) to +0.2 (2018)	Continue – Data from ASP QLA identified that fractions decimals and percentages, algebra and calculation strands were a strength when compared to National Data. 57% scored at least 35 out of 40 of the mental calculation paper.	

<p>Pupil Premium monitoring and evaluation will mirror that of our provision SEND with parents becoming more actively engaged in pupils learning.</p>	<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>No. Plan was too big and didn't start effectively. Once OFSTED inspection happened it dropped down the priority list.</p>	<p>Focus on PPG children causing concern – allocate to CV and include in her PM targets to complete.</p> <p>Re launch in Spring 1 after A2 data submission.</p>	
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<p>Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching</p>	<ul style="list-style-type: none"> • Pre-teach concepts and vocabulary to pupils who are PPG, EAL or who have vocabulary difficulties. This will give them 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. • 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. 	<p>Partially achieved. Number on SEN Register is currently 42. This is statistically high due to DLD Resource. SEND attainment and progress remains a focus point for the school.</p> <p>Focus shifted from interventions to a much closer focus on quality first teaching post OFSTED.</p>	<p>Partially achieved. Launched our 'Effective use of TAs' based on the EEF research and established expectations around their use.</p> <p>Lots of support staff recruitment has required a relaunch of this during this academic year.</p> <p>Wave 2 interventions have focussed on the 'Same Day Support' model so that barriers identified in core subjects are immediately addressed. This will continue next year but with a more focussed Wave 2 strategy.</p>	
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Costs report for Highwood Primary School

From 1/9/2018 to 1/9/2019

Breakdown by provision

	Pupils	Cost per pupil	Total
Attendance support	57	59.57	3,395.30
Breakfast Club Sessions	2	60.00	120.00
Early talk boost	3	184.90	554.71
Handwriting / Fine motor control support Yr1	3	141.22	423.66
Handwriting / Fine motor control support Yr6	2	70.61	141.22
Mainstream Speech and Language session	1	71.38	71.38
Mainstream Speech and Language session	1	107.64	107.64
Mainstream Speech and Language session	1	47.59	47.59
Maths Support Yr1	2	105.92	211.83
Numbers Count	1	1,320.14	1,320.14
Numbers Count	3	1,320.14	3,960.41
PP Annual Review	1	54.49	54.49
PP Annual Review	1	64.70	64.70
PP Annual Review	1	54.08	54.08
PP Annual Review	1	59.73	59.73
PP Annual Review	3	59.28	177.84
PP Annual Review	2	65.55	131.10
PP Annual Review	2	70.20	140.40
PP Annual Review	1	64.70	64.70
PP Annual Review	1	54.08	54.08
PP Annual Review	1	54.08	54.08
PP Annual Review	1	59.73	59.73
PP Annual Review	1	59.28	59.28
PP Boccia & Kurling	3	27.82	83.46

	Pupils	Cost per pupil	Total
PP Bus Pass	1	75.00	75.00
PP Bus Pass	1	101.50	101.50
PP Class reading texts	7	4.68	32.76
PP Class reading texts	6	1.63	9.78
PP Class reading texts	6	5.89	35.34
PP Class reading texts	9	3.99	35.91
PP Dance Lesson	7	12.00	84.00
PP Dance Lesson	10	12.00	120.00
PP Dance Stars lunchtime club	4	24.31	97.24
PP Football/Rugby after school club	16	23.53	376.48
PP Hockey	2	11.06	22.12
PP Knit & natter	1	22.36	22.36
PP Maths inset	57	4.13	235.41
PP Multisports After School Club	4	11.83	47.32
PP Multisports Lunchtime club	1	20.28	20.28
PP Rugby After School Club	6	17.94	107.64
PP Singing club	2	17.94	35.88
PP Winchester Science Museum Trip	7	13.00	91.00
PP YR 6 Residential Trip	7	300.00	2,100.00
PP Year 6 additional teacher support	10	1,407.10	14,071.00
PP netball club	5	20.28	101.40
PSA attendance support	57	187.58	10,692.00
Physical Support - Changing for PE	1	93.21	93.21
Physical Support in PE	1	279.62	279.62
Physio	1	209.65	209.65
Plus 1 & Power of 2 training	4	173.55	694.20
Plus 1	1	133.76	133.76
Power of 2	2	121.26	242.51
Reading Recovery	1	1,320.14	1,320.14
Reading support	2	93.21	186.41
Reception Literacy Programme	1	68.07	68.07

Costs report for Highwood Primary School

	Pupils	Cost per pupil	Total
Regular Reading	4	35.31	141.22
Resource Group Literacy Teaching KS2	2	607.91	1,215.83
Resource Group Maths Teaching	2	823.78	1,647.57
Resource Integration meeting	3	73.78	221.34
Resource Reading Booster KS1/FS	3	128.86	386.57
Resource Social Skills KS2	2	21.55	43.10
Science Pre-Teach Yr4	1	69.08	69.08
Science Pre-Teach Yr6	1	69.08	69.08
Toileting Support	1	1,052.78	1,052.78
Yr1 Daily Reading	2	64.36	128.73
Yr1 Fine Motor Skills Group	1	95.17	95.17
Yr1 Phonics Booster 2	1	92.92	92.92
Yr1 Phonics Booster	3	35.31	105.92
Yr1 Phonics Booster	1	92.92	92.92
Yr1 Physical Support	1	935.81	935.81
Yr2 Daily Reading	2	34.58	69.15
Yr3 Resource Classroom Support	1	59.87	59.87
Yr3 Resource Science Support	1	71.84	71.84
Yr3 Spelling Booster	1	7.72	7.72
Yr4 Resource Classroom Support	1	103.61	103.61
Yr4 Resource Science Support	1	207.23	207.23
Yr6 Comprehension Group 1	3	26.59	79.78
Yr6 Comprehension Group 3	1	26.59	26.59
Yr6 Daily Reading	2	35.31	70.61
Yr6 Resource Classroom Support	1	172.69	172.69
Yr6 Resource Mainstream Literacy Support	1	1,063.76	1,063.76
Yr6 Resource Science Support	1	207.23	207.23
Yr6 Spelling Booster - TRACKS	3	504.54	1,513.63
Yr6 Spelling Booster TRACKS	2	28.37	56.73
maths Booster - Plus 1	1	115.76	115.76

Costs report for Highwood Primary School

Pupils	Cost per pupil	Total
57	934.70	53,277.71