

2019 -  
2020



# HIGHWOOD PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY –

This document contains an overview of the approaches and impact of PPG spending for the academic year 2018 – 2019 and the planned approach and costings for 2019 - 2020



## Highwood Primary School Pupil Premium Strategy 2019 / 2020

1. Summary information					
School	Highwood Primary School				
Academic Year	2019 - 2020	Total PP budget	19/20 fy allocation 79,200/12*7= 46,200 20/21 fy allocation estimated 69.960/12*5=29,150 Total for academic yr 19/20= 75,350	Date of most recent PP Review	21/10/19
Total number of pupils	325	Number of pupils eligible for PP	69 +6 EYPP	Date for next internal review of this strategy	CV 2 weekly basis

	KS1			KS2		
	<i>Pupils eligible for PP (Highwood Primary School – Whole Cohort)</i>	<i>Pupils eligible for PP (Highwood Primary School – Whole Cohort <b>NON MOBILE</b>)</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	31% (4/13)	33% (2/6)	65%	60% (6/10)	67% (6/9)	51.2%
% Achieving at least expected standard in reading	62% (8/13)	83% (5/6)	75%	70% (7/10)	78% (7/9)	61.9%
% Achieving at least expected standard in writing	38% (5/13)	50% (3/6)	69%	80% (8/10)	89% (8/9)	67.7%
% Achieving at least expected standard in maths	46% (6/13)	67% (4/6)	76%	90% (9/10)	89% (8/9)	67.2%
Scaled progress score in reading – KS2 Expected Progress from ELG – KS1	82% (9/11)	100% (6/6)		-3.60	-3.03	-0.62
Scaled progress score in writing – KS2 Expected Progress from ELG – KS1	82% (9/11)	100% (6/6)		-2.54	-1.32	0.26
Scaled progress score in maths – KS2 Expected Progress from ELG – KS1	64% (7/11)	83% (5/6)		-0.05	-0.90	-0.71

PPG GLD = 78% (School GLD = 86%; National Average = xx%). Cohort of 9 PPG children.

## 2. 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

<b>A.</b>	Ability to decode / access age related texts - Ability to make inference and justify inference.
<b>B.</b>	Vocabulary – understanding of and ability to use in own writing.
<b>C.</b>	Mathematical reasoning

### External barriers

<b>D.</b>	Attendance / Punctuality
<b>E.</b>	Parental engagement

## 3. Outcomes

	<i>Desired outcomes</i>	<i>Expected Impact and how they will be evidenced</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.)

#### 4. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Approach for Maths:</b></p> <ul style="list-style-type: none"> <li>PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.</li> <li>Children become more resilient learners with more positive attitudes to learning.</li> </ul>	<p><b><u>OUTCOME C</u></b></p> <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 (reach think in AET system).</p> <p>Our Mastery approach to Maths has seen an increase in both attainment and progress. To refresh and fully embed this with new staff, we have organised a half day training provision from the writer of the scheme to consolidate our approach and refine our approach to planning and resourcing. They will spend time with the maths curriculum leader, new staff and then a reminder to all staff.</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>KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018) to + 0.3 (2019)</p>	<p>Ian Taylor Training day £860</p> <p>6 x Staff meetings (1 per half term) £5,805</p> <p>6 x SLT meetings (1 per half term) £1.783</p> <p>Phase Leaders / DHT drop ins to prioritise the ‘depths of understanding’</p> <p>Representation</p> <p>Fluency</p> <p>Probing Questions</p> <p>Further Extension</p> <p>Rich and sophisticated tasks</p> <p>Calculation policy resources</p> <p>Develop the CPD process for support staff to aid in the effectiveness of the interventions they deliver.</p>	<p>CV</p> <p>SW – maths curriculum leader</p> <p>MH</p> <p>AHT</p>	<p>Maths action plan review on a weekly basis.</p> <p>Half termly reports from Phase Leaders to SLT during curriculum meetings.</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><b>Approach for Maths:</b></p> <ul style="list-style-type: none"> <li>• Times Table knowledge and speed of recall increases across the whole school</li> <li>• All pupils in year 4 to pass the timestable test (2020).</li> </ul>	<p><b><u>OUTCOME C</u></b></p> <p>New timetable for mental maths across the school (see maths action plan). This will include, number bonds, timestables, arithmetic, fluent in 5.</p> <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>TTRS has been implemented for 2 years. Over these 2 years we have seen a significant rise in the number of children scoring 35+ in their mental arithmetic test at KS2. 65% of Highwood children scored 35+ in 2019, compared to 57% in 2018 and 40% in 2017.</p> <p>In 2019, 81% of mainstream pupils achieved (80% of PPG children) achieved the expected standard with 35% (30% of PPG children) achieving above the 110 standardised score for the 'High score; standard.</p> <p><i>The previous years Data: 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.</i></p>	<p>CI to lead and report back to SLT. SW and CV, as Maths Lead, to monitor progress and impact on the wider Maths curriculum. 30 min daily across year 1-6 £33,421</p>	<p>CI – leading mental maths SW CV AHT</p>	<p>Termly at PPMs</p>
<p><b>Approach for Maths:</b></p> <ul style="list-style-type: none"> <li>• For PPG pupils to make accelerated progress in maths. Therefore, closing the attainment gap between PPG pupils and non PPG pupils.</li> </ul>	<p><b><u>OUTCOME C</u></b></p> <p>Plus 1 (KS1) and Power of 2 (KS2) interventions run on a daily basis, with pupils identified in termly PPMs. Started in 2018.</p> <p>Pupils work through the program systematically, with an adult 1:1 for 10 minutes a day. This aids pupils to make accelerated progress and help children to be working on the same concepts as the rest of their class to build self-esteem.</p>	<p>Maths Data: KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018) to + 0.3 (2019)</p> <p>Over these 2 years we have seen a significant rise in the number of children scoring 35+ in their mental arithmetic test at KS2. 65% of Highwood children scored 35+ in 2019, compared to 57% in 2018 and 40% in 2017.</p> <p>In 2019, 81% of mainstream pupils achieved (80% of PPG children) achieved the expected standard with 35% (30% of PPG children) achieving</p>	<p>SW and CV to monitor deliver and consistency of interventions.</p> <p>SW to monitor the impact and effectiveness of the intervention.</p> <p>2 x staff meetings £967 Power of 2, plus 1 resources £1,050 Power of 2, plus 1 interventions for Autumn term 15 children £1,732</p>	<p>SW – maths curriculum leader CV</p>	<p>Termly PPMs</p>

	Pupils build a bank of strategies to solve maths problems and become more fluent in mental maths and arithmetic.	above the 110 standardised score for the 'High score; standard.			
<p><b>Approach for English</b></p> <ul style="list-style-type: none"> <li>Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)</li> <li>Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA)</li> </ul>	<p><b>OUTCOME A</b></p> <p><b>Embed WCR</b> 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 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>Creation of reading and writing rationale document. Reading and writing carefully mapped across every year group in each term. The rationale for books chosen based on extending pupils vocabulary.</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: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf</a> <a href="https://literacyforpleasure.wordpress.com/2017/04/09/what-the-research-says-the-13-most-effective-ways-for-improving-childrens-writing/">https://literacyforpleasure.wordpress.com/2017/04/09/what-the-research-says-the-13-most-effective-ways-for-improving-childrens-writing/</a> <a href="http://www.nwp.org.uk/research.html">http://www.nwp.org.uk/research.html</a></p>	<p>6 x Staff meetings (1 per half term) £5,805 6 x SLT meetings (1 per half term) £2,072</p> <p>Purchase high quality texts at least enough for 1 per 2 children. £1269 for Autumn term 2019.</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' and Reading/Writing action plan documents will be shared with all staff so expectations are clear across the school as to what Reading should look like.</p>	<p>SP MH CV</p>	<p>End of Autumn 2</p>

	More in depth moderation – use of CV (Wokingham’s KS1 Lead Moderator) – focus in particular on PPG children.				
<p><b>Approach for English:</b></p> <ul style="list-style-type: none"> <li>Fully decodable books systematically given to pupils who are in phonics phase 2 to 5. Books link to the sounds they are learning that week. This will have a positive impact on Reading progress and fluency due to repetition and over learning.</li> </ul>	<p><b><u>OUTCOME A</u></b></p> <p>Pupils will be able to focus on Decoding part of Highwood’s WCR reading approach, DERIC. Pupils will become fluent readers and will enable them to start WCR in the Autumn term of year 2.</p>	<p>Research in 2019 OFSTED inspection framework.</p> <p><a href="https://www.ruthmiskin.com/en/about-us/blog-news/article/ofsted-teaching-reading/">https://www.ruthmiskin.com/en/about-us/blog-news/article/ofsted-teaching-reading/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf</a></p> <ul style="list-style-type: none"> <li>Part 3. Applying the EIF in different contexts Applying the EIF to the teaching of early reading in infant, junior, primary and lower-middle schools</li> </ul>	<p>Purchase of decodable books £2443</p> <p>Reading action plan shared with all staff so expectations are clear and rationale is understood by all.</p>	<p>FP SP MH CV</p>	<p>Half termly</p>
<p><b>Approach for English</b></p> <ul style="list-style-type: none"> <li>To increase the amount and quality of talk of all pupils in the school. For all Pupils to talk in full sentences.</li> <li>For pupils writing and reading to improve due to better formulation of oral sentence construction.</li> </ul>	<p><b><u>OUTCOME A and B</u></b></p> <p>SP to be complete Voice 21 training course.</p> <p>SP to train all staff on the importance of oracy within all lessons across the whole curriculum.</p> <p>SP to write oracy action plan for 2019/2020 and ensure delivery and implementation of actions across the academic year.</p>	<p>“A strong focus on oracy, the ability to talk fluently and accurately and express ideas, develops pupils’ confidence, self-esteem and communication skills. It also strengthens the quality of teaching. This makes a significant contribution to the high standards that all pupils achieve.”</p> <p>Ofsted report on School 21, June 2014</p> <p><a href="https://www.voice21.org/">https://www.voice21.org/</a></p>	<p>SP x 3 days out for Voice 21 training £691</p> <p>6 x Staff meetings (1 per half term) £5,805</p> <p>6 x SLT meetings (1 per half term) £2070</p>	<p>SP AHT CV MH</p>	<p>Half termly</p>

<p><b>Approach for engaging parents</b></p> <ul style="list-style-type: none"> <li>Parents have the skills and knowledge to know what support is available for both their children and them as a family.</li> </ul>	<p><b><u>OUTCOME E</u></b></p> <p>CV to complete 360 profile of all PPG pupils in the school.</p> <p>Adopt an annual review for PPG children and families.</p> <ul style="list-style-type: none"> <li>1 day per year parents invited in to meet with PPG lead and class teacher.</li> <li>Using the paperwork developed in school for SEND annual reviews, ascertain a holistic view of the child.</li> <li>Documentation to include pupil, parent and school voice.</li> <li>Outcomes to give academic profile priority, followed by strengths, needs and aspirations.</li> <li>Review date to be set and agreed approaches carefully budgeted.</li> <li>PSA targeted work around attendance and punctuality patterns of PPG children.</li> </ul>	<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 £967</p> <p>HLTA Cover required for teacher release. Approximately 6 days. £329</p> <p>1 hour x teacher / SLT £4068</p> <p>Organisation to include families with multiple children can attend one appointment to discuss all PPG children.</p> <p>5 x days of CV time to complete 360 profiles for all PPG pupils across the school.£1225</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><b>Approach to Attendance and Punctuality:</b></p> <ul style="list-style-type: none"> <li>PPG children attendance and punctuality in line with whole school.</li> <li>Parents to understand the impact on their children’s well-being and academic achievement when they are late or absent from school.</li> </ul>	<p><u><b>OUTCOME D</b></u></p> <p>Whole school A&amp;P: 97% PPG A&amp;P: 93%</p> <p>Approaches taken:</p> <ul style="list-style-type: none"> <li>MiB and CV monitor attendance and punctuality on a 2 weekly basis</li> </ul> <p>Pupils under 96% or &gt; 2 lates (over 2 weeks):</p> <ul style="list-style-type: none"> <li>Teachers inform parents when their child’s attendance falls below 96%.</li> <li>Teachers to meet with parents about what support can be put into place.</li> </ul> <p>Pupils under 93% attendance or continued pattern of lates:</p> <ul style="list-style-type: none"> <li>Letter sent to parents to make them aware.</li> <li>Informal meeting with parents planned with MiB and CV to discuss any barrier and support the school could provide.</li> <li>MiB continue any specific parenting support.</li> </ul> <p>Pupils under 90% attendance or persistent lates (particularly U):</p> <ul style="list-style-type: none"> <li>Formal letter sent inviting them to a</li> </ul>	<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&amp;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. Half an hour per week for both CV and MiB: £5853</p>	<p>CV MiB</p>	<p>Half termly</p>

	<p>formal meeting to discuss their child's attendance.</p> <ul style="list-style-type: none"><li>- MiB and CV meet with parents and discuss next steps in attendance/lates – support is a key part of this discussion.</li><li>- Agreed plan put in place which parents sign.</li></ul> <p>Strategies used with PPG pupils:</p> <ul style="list-style-type: none"><li>- Funded bus pass</li><li>- Breakfast club places</li><li>- Purchased bike helmets to encourage older pupils to ride their bike into school</li><li>- Parenting courses</li><li>- Help with structuring morning or bed time routines</li><li>- Home and/or school reward systems</li></ul>				
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<ul style="list-style-type: none"> <li>• Early Talk Boost</li> </ul>	<p><b><u>OUTCOME B</u></b></p> <ul style="list-style-type: none"> <li>• PPG children selected who have vocabulary difficulties. Also provides children with the opportunity to be read to in detail every week.</li> <li>• Important as it covers a wide range of age appropriate vocabulary; especially mathematical concepts (measure, space, comparisons), prepositions and interesting word choices.</li> <li>• 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.</li> <li>• Training delivered by FS phase leader to all staff about the programme. All staff to rigidly follow programme.</li> <li>• Staff complete ETB baseline assessment at the start and then assess them again at the end</li> <li>• Interventions monitored and reflected on week by week.</li> <li>• The intervention can be run again, but there must be a whole terms gap in-between.</li> </ul>	<p><a href="https://www.ican.org.uk/about-us/">https://www.ican.org.uk/about-us/</a></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 £123</p> <p>3 x weekly 30 minute sessions run by EYP £703</p>	<p>FP</p>	<p>End of December 2018</p>
<ul style="list-style-type: none"> <li>• Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching</li> </ul>	<p><b><u>OUTCOME B</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is especially important in mathematics and topic lessons – science, history and geography.</li> <li>• Staff meetings needed to introduce concept and change</li> </ul>	<p>Success as a strategy with our DLD Resource Base</p>	<p>MB to work with teachers on planning for 'bottom 25%'.</p> <p>MB to monitor effectiveness of interventions.</p> <p>1 half day per week of MB time £1562</p>	<p>MB</p>	<p>Half termly</p>

	<p>the schools mind-set on interventions.</p> <ul style="list-style-type: none"> <li>• Research possibilities of Rhona Stainthorp from the university of reading coming into school to lead staff meetings about the importance of language and vocabulary.</li> <li>• Teachers to carefully consider the different means one word can have and explicitly teach the pupils the meaning for the lesson/concept.</li> </ul>				
<ul style="list-style-type: none"> <li>• Provide resources and support for the pupils home environment, dependant on individual needs.</li> </ul>	<p><u>OUTCOME A, B, C, D and E</u></p> <ul style="list-style-type: none"> <li>• Use home visits that happen in F1 and F2 to support what might be needed for individual families.</li> <li>• Use Class teachers knowledge of pupils to provide home packs for maths, reading or writing. For example a set of reading books or Numicon starter packs.</li> <li>• Provide opportunities for pupils to attend clubs or activities that will develop their self-esteem and skills in this area. For example, Reading athletics club.</li> <li>• Provide support to limit facts that inhibit pupils from arriving to school on time. For example, bus pass, breakfast club places, bike helmets.</li> </ul>	<p>This helps us support parents and pupils with their learning at home. It also enables us to build strong relationships with families of PPG pupils and increases self-esteem of pupils.</p> <p>We have key case studies of PPG pupils who's attendance has risen from 60% to near 100% due to support with breakfast club and bus passes.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Reading athletics club: £247</li> <li>• Breakfast club: 1710 for 3 children</li> <li>• Bus pass: £354</li> </ul>	<p>FP CV Class Teachers</p>	<p>Half termly</p>
<ul style="list-style-type: none"> <li>• Supports pupils wellbeing and emotional development through targeted nurture groups.</li> </ul>	<p><u>OUTCOME D (but supports all)</u></p> <p><u>Nurture groups:</u></p> <ul style="list-style-type: none"> <li>• PSA trained in nurture support and delivers 2 groups sessions a</li> </ul>	<p>Studies and research show the importance of nurturing primary school age pupils. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating</p>	<p>Training costs £400</p> <p>PSA time to attend training. £401</p>	<p>PSA CV</p>	<p>Half termly</p>

	<p>week and some 1:1 or small group sessions.</p> <ul style="list-style-type: none"> <li>• Teachers refer pupils by completing referral forms. PSA and CV then look at needs to pupils and plan groups.</li> <li>• Groups are focused on one of these key areas of pupils wellbeing: <ul style="list-style-type: none"> <li>- Emotional Awareness</li> <li>- Social Skills</li> <li>- Friendship Skills</li> <li>- Self Esteem</li> <li>- Anger Management</li> <li>- Anxiety Management</li> </ul> </li> </ul>	<p>a barrier to learning within a mainstream class.</p> <p><a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a></p> <p>OFSTED Inspection Framework 2019 and EIF (Education Inspection Framework).</p>	<p>2 x hours a week of PSA time £1792</p> <p>Half a day every half term of CV and PSA time to plan groups. £924</p>			
					<b>Total budgeted cost to date:</b>	£50,326.49
					<b>Total allocated:</b>	£75,350
					<b>Money to be allocated after AUT 2 PPMs</b>	£25,023.51
<b>See Edukey cost report for breakdown of provision. (Appendix A)</b>						

## 6. Review of expenditure

Previous Academic Year 2018-19

### 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><b>Approach for Maths:</b></p> <ul style="list-style-type: none"> <li>PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.</li> <li>Children become more resilient learners with more positive attitudes to learning.</li> </ul>	<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</p>	<p>Yes.</p> <p>KS2 progress outcomes increased from -1.23 (2016); -3.6 (2017) to +0.2 (2018) to + 0.3 (2019)</p>	<p>Continue in 2019 – 2020 plan.</p>	<p>£1,260</p>

	and refine our approach to planning and resourcing.			
<ul style="list-style-type: none"> <li>Times Table knowledge and speed of recall increases across the whole school</li> </ul>	<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>Yes</p> <p>TTRS has been implemented for 2 years. Over these 2 years we have seen a significant rise in the number of children scoring 35+ in their mental arithmetic test at KS2. 65% of Highwood children scored 35+ in 2019, compared to 57% in 2018 and 40% in 2017.</p> <p>In 2019, 81% of mainstream pupils achieved (80% of PPG children) achieved the expected standard with 35% (30% of PPG children) achieving above the 110 standardised score for the 'High score; standard.</p>	Continue in 2019-2020 plan.	£26,801
<p><b>Approach for English</b></p> <ul style="list-style-type: none"> <li>Whole Class reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)</li> <li>Appropriate challenge for children in their writing leads to children making at least expected progress (in</li> </ul>	<p><b>Embed WCR</b></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>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 to embed WCR across KS2.</p> <p>Continue to develop in Year 2.</p>	£731.92

<p>particular for those children with HPA)</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 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><b>Approach for engaging parents</b></p> <ul style="list-style-type: none"> <li>Parents have the skills and knowledge to know what support is available for both their children and them as a family.</li> </ul>	<p>Adopt an annual review for PPG children and families.</p> <ul style="list-style-type: none"> <li>1 day per year parents invited in to meet with PPG lead and class teacher.</li> <li>Using the paperwork developed in school for SEND annual reviews, ascertain a holistic view of the child.</li> <li>Documentation to include pupil, parent and school voice.</li> <li>Outcomes to give academic profile priority, followed by strengths, needs and aspirations.</li> <li>Review date to be set and agreed approaches carefully budgeted.</li> <li>PSA targeted work around attendance and punctuality patterns of PPG children.</li> </ul>	<p>No</p> <p>Introduce 360 profile plan for all PPG pupils to share and discuss with parents. Parents can input into this document.</p>	<p>Relaunch this year. Continue in 2019-20 plan.</p>	<p>£669</p>



<p><b>Approach to Attendance and Punctuality:</b></p> <ul style="list-style-type: none"> <li>• PPG children attendance and punctuality in line with whole school.</li> <li>• Parents to understand the impact on their children's well-being and academic achievement when they are late or absent from school.</li> </ul>	<p>Whole school A&amp;P: 97% PPG A&amp;P: 93%</p> <p>Approaches taken:</p> <ul style="list-style-type: none"> <li>- MiB and CV monitor attendance and punctuality on a 2 weekly basis</li> </ul> <p>Pupils under 96% or &gt; 2 lates (over 2 weeks):</p> <ul style="list-style-type: none"> <li>- Teachers inform parents when their child's attendance falls below 96%.</li> <li>- Teachers to meet with parents about what support can be put into place.</li> </ul> <p>Pupils under 93% attendance or continued pattern of lates:</p> <ul style="list-style-type: none"> <li>- Letter sent to parents to make them aware.</li> <li>- Informal meeting with parents planned with MiB and CV to discuss any barrier and support the school could provide.</li> <li>- MiB continue any specific parenting support.</li> </ul> <p>Pupils under 90% attendance or persistent lates (particularly U):</p> <ul style="list-style-type: none"> <li>- Formal letter sent inviting them to a formal meeting to discuss their child's attendance.</li> <li>- MiB and CV meet with parents and discuss next steps in attendance/lates – support is a key part of this discussion.</li> <li>- Agreed plan put in place which parents sign.</li> </ul> <p>Strategies used with PPG pupils:</p> <ul style="list-style-type: none"> <li>- Funded bus pass</li> <li>- Breakfast club places</li> </ul>	<p>Yes.</p> <p>Persistent absentees reduced by 50% from 2018 (14.7%) to 2019 (7%).</p>	<p>Continue in 2019-20 plan.</p>	
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	<ul style="list-style-type: none"> <li>- Purchased bike helmets to encourage older pupils to ride their bike into school</li> <li>- Parenting courses</li> <li>- Help with structuring morning or bed time routines</li> <li>- Home and/or school reward systems</li> </ul>			
<b>ii. Targeted support</b>				
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
<ul style="list-style-type: none"> <li>• Early Talk Boost</li> </ul>	<ul style="list-style-type: none"> <li>• PPG children selected who have vocabulary difficulties. Also provides children with the opportunity to be read to in detail every week.</li> <li>• Important as it covers a wide range of age appropriate vocabulary; especially mathematical concepts (measure, space, comparisons), prepositions and interesting word choices.</li> <li>• 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.</li> <li>• Training delivered by FS phase leader to all staff about the programme. All staff to rigidly follow programme.</li> <li>• Staff complete ETB baseline assessment at the start and then assess them again at the end</li> <li>• Interventions monitored and reflected on week by week.</li> <li>• The intervention can be run again, but there must be a whole terms gap in-between.</li> </ul>	<p>Baseline data predicted 67% to achieve GLD and school achieved 86%</p> <p>77.7% (7 out of 9 children) achieved GLD. The two PPG children who didn't achieve GLD started later in the year.</p>	<p>Continue with intervention but start earlier in the Autumn 2 term.</p>	<p>£737</p>

<ul style="list-style-type: none"> <li>Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>This is especially important in mathematics and topic lessons – science, history and geography.</li> <li>Staff meetings needed to introduce concept and change the school's mind-set on interventions.</li> <li>Research possibilities of Rhona Stainthorp from the university of reading coming into school to lead staff meetings about the importance of language and vocabulary.</li> <li>Teachers to carefully consider the different meanings one word can have and explicitly teach the pupils the meaning for the lesson/concept.</li> </ul>	<p>Partially achieved. Number on SEN Register is currently 47 (18 EHCPs – 13 resource, 5 mainstream). 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>Strand in our RAP last year was focusing on effective use of adults. Break out groups are used effectively through all mainstream lessons.</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 1/8/2019 to 1/8/2020

### Breakdown by provision

	Pupils	Cost per pupil	Total
Book club	2	26.06	52.13
Breakfast Club Sessions	3	570.00	1,710.00
Daily Reading	1	69.79	69.79
Daily Reading	2	67.04	134.08
Daily Reading	2	220.40	440.79
Daily Reading	4	66.87	267.49
Early Literacy Support	3	100.16	300.47
Early Talk Boost Training	16	1.87	29.99
FS Maths booster	5	10.95	54.74
FS Phonics Booster	6	70.01	420.03
Handwriting / Fine motor control support FS2	2	74.71	149.42
Handwriting / Fine motor control support FS2	1	74.71	74.71
Handwriting / Fine motor control support Yr1	1	37.17	37.17
Handwriting / Fine motor control support Yr2	3	77.97	233.91
Handwriting / Fine motor control support Yr2	1	81.75	81.75
Handwriting / Fine motor control support Yr4	1	30.71	30.71
Maths - Plus 1	1	148.67	148.67
Maths Support Yr1	1	138.94	138.94
New Mental Maths approach	63	128.12	8,071.83
Nurture Group (copy)	3	54.88	164.65
Nurture Group	1	34.06	34.06
Nurture Group	3	64.03	192.09

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	Pupils	Cost per pupil	Total
Nurture Training	79	5.18	408.94
PP Annual Review	79	83.65	6,608.45
PP Boys Football After School Club	9	20.76	186.84
PP Dance Stars lunchtime club	6	15.08	90.48
PP Gymnastics club	4	24.75	99.00
PP Maths inset - Ian Taylor	79	11.13	879.44
PP Maths inset - SLT meetings	79	22.82	1,802.45
PP Maths inset - Staff meetings	79	73.73	5,824.44
PP Multisports After School Club	3	19.20	57.60
PP Multisports Lunchtime club	1	18.72	18.72
PP Rugby After School Club	6	15.24	91.44
PP Singing club lunchtime	3	18.84	56.52
PP YR 6 Residential Trip	7	350.00	2,450.00
PP netball club	2	21.06	42.12
PSA attendance support	79	74.09	5,853.00
Phonics Booster	5	11.51	57.54
Phonics Booster	5	11.51	57.54
Phonics Booster	1	137.01	137.01
Phonics books	35	12.86	449.95
Plus 1 / Power of 2 Training + Resources	79	25.78	2,036.45
Power of 2	2	194.79	389.58
Power of 2	2	196.41	392.82
Power of 2	1	200.31	200.31
Power of 2	1	223.64	223.64
Preteach training and support for teachers	16	226.53	3,624.55
Voice 21 Training - SLT meetings	79	6.20	489.81
Voice 21 Training - staff meetings	79	17.28	1,365.37
Voice 21 Training Course	79	2.11	166.54
WCR Training - SLT meetings	79	6.21	490.28
WCR Training - Staff meetings	79	17.28	1,365.37
Whole Class Reading books	77	3.79	291.68

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	Pupils	Cost per pupil	Total
Yr1 Daily Reading	1	135.70	135.70
Yr1 Phonics Booster (copy)	1	148.67	148.67
Yr1 Phonics Booster	2	24.78	49.56
Yr2 Maths Booster	7	18.26	127.81
Yr2 Maths Booster	3	14.75	44.25
Yr2 Maths Booster	2	14.75	29.50
Yr3 Daily Reading	1	133.10	133.10
Yr4 Spelling Booster - TRACKS	1	133.11	133.11
Yr5 Maths Booster	1	213.28	213.28
Yr5 Spelling Booster - TRACKS	2	133.11	266.22
Total	79	637.04	50,326.49