

2020 -
2021



HIGHWOOD PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY –

This document contains an overview of the approaches and impact of PPG spending for the academic year 2019 – 2020 and the planned approach and costings for 2020 - 2021

Highwood Primary School Pupil Premium Strategy 2020 / 2021



1. Summary information					
School	Highwood Primary School				
Academic Year	2020 - 2021	Total PP budget	£92715 20/21 £96,495/12*7 = £56,288 21/22 estimated (based on current pupil numbers) £87425 /12*5 = 36,427	Date of most recent PP Review	Dec 2020
				FGB approved	07.12.20
Total number of pupils	394	Number of pupils eligible for PP	84	Date for next internal review of this strategy	MB Monthly

DATA PROVIDED IS FROM 2018-19 DUE TO SATS NOT BEING ADMINISTERED DURING COVID LOCKDOWN 2020	KS1 FROM 2018-19			KS2 FROM 2018-19		
	Pupils eligible for PP (Highwood Primary School – Whole Cohort)	Pupils eligible for PP (Highwood Primary School – Whole Cohort NON MOBILE)	National Average	Pupils eligible for PP (Highwood Primary School – Whole Cohort)	Pupils eligible for PP (Highwood Primary School – Mainstream Children)	National Average
% 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

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
F.	Readiness for Learning/Engagement

3. 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.)
F.	PP pupils attend educational visits, represent the school in sport fixtures and are involved in extracurricular and performing arts activities. PP pupils wear the school uniform. PP pupils have access to IT and online resources at home	Each PP student is properly dressed and wears the correct school uniform. Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons. Pupil have access to all educational visit opportunities on offer. Increased involvement of PP pupils in sport fixtures (PP target involvement >10%). Increased involvement of PP pupils in extracurricular activities (PP target involvement: >10%).

4. Planned expenditure

Academic year

2020/21

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><u>OUTCOME C (Maths Attainment)</u></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 (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>6 x Staff meetings (1 per half term) £2380.98 6 x SLT meetings (1 per half term) £547.77</p> <p>Phase Leaders / DHT drop ins to prioritise the ‘depths of understanding’ 6x Learning walks (1 per term) £343.11</p> <p>Develop the CPD process for support staff to aid in the effectiveness of the interventions they deliver.</p> <p>SLT supporting planning process (weekly) £4760.46</p> <p>SEN/PPG IEP target setting support and monitoring £3334.70</p>	<p>CV SM – maths curriculum leader MH AHTs</p>	<p>Maths action plan review ongoing.</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>Termly PPMs to discuss impact of approach on all children’s progress</p>
<p><u>OUTCOME C (Maths Attainment)</u></p> <ul style="list-style-type: none"> Times Table knowledge and speed of recall 	<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>TTRS has been implemented for 3 years. Over these 3 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>SM to lead and report back to SLT.</p> <p>SM as Maths Lead, to monitor progress and impact on the wider Maths curriculum.</p>	<p>CI – leading mental maths SM AHT</p>	<p>Termly at PPMs</p>

<p>increases across the whole school</p> <ul style="list-style-type: none"> All pupils in year 4 to pass the timestable test (2021). 	<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>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:</i> <i>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>30 min daily across year 1-6 £12292.76</p> <p>Mathletics £1814</p>		
<p><u>OUTCOME C (Maths Attainment)</u></p> <ul style="list-style-type: none"> For PPG pupils to make accelerated progress in maths. Therefore, closing the attainment gap between PPG pupils and non PPG pupils. 	<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>Pupils build a bank of strategies to solve maths problems and become more fluent in mental maths and arithmetic.</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 3 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>SM to monitor deliver and consistency of interventions.</p> <p>SM to monitor the impact and effectiveness of the intervention.</p> <p>Power of 2, plus 1 resources £1,050</p>	<p>SM – maths curriculum leader</p>	<p>Termly PPMs</p>
<p><u>OUTCOME A (Whole Class Reading)</u></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 	<p>Embed WCR The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. They do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding, keeping in mind that children must learn to: Decode (D), Explain (E) Retrieve information (R), Interpret meaning (I) Comment on the author's choice of vocabulary or style (C).</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: https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Printable.pdf</p>	<p>6 x Staff meetings (1 per half term) £2380.98 6 x SLT meetings (1 per half term) £547.77</p> <p>Expand quality and quantity of texts in the school libraries as well as class reading areas.</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>MH CV</p>	<p>End of Autumn 2</p>

<p>writing leads to children making at least expected progress (in 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>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>More in depth moderation – use of CV (Wokingham's KS1 Lead Moderator) – focus in particular on PPG children.</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><u>OUTCOME A (Whole Class Reading)</u></p> <ul style="list-style-type: none"> 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. 	<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. https://www.ruthmiskin.com/en/about-us/blog-news/article/ofsted-teaching-reading/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf</p> <ul style="list-style-type: none"> 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 	<p>Purchase of decodable books £300 Reading action plan shared with all staff so expectations are clear and rationale is understood by all.</p>	<p>FP MH CV</p>	<p>Half termly</p>

<p><u>OUTCOME A and B</u> <u>(WCR and Vocabulary)</u></p> <ul style="list-style-type: none"> • To increase the amount and quality of talk of all pupils in the school. For all Pupils to talk in full sentences. • For pupils writing and reading to improve due to better formulation of oral sentence construction. 	<p>CV to be complete Voice 21 training course.</p> <p>CV to train all staff on the importance of oracy within all lessons across the whole curriculum.</p> <p>CV to write oracy action plan for 2020/2021 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 style="text-align: right;">Ofsted report on School 21, June 2014</p> <p>https://www.voice21.org/</p>	<p>CV x 3 days out for Voice 21 training £675.25</p> <p>6 x Staff meetings (1 per half term) £2380.98</p> <p>6 x SLT meetings (1 per half term) £547.77</p>	<p>AHTs CV MH</p>	<p>Half termly</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><u>OUTCOME D – Attendance / Punctuality</u></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>Approaches taken:</p> <ul style="list-style-type: none"> LS 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 LS and CV to discuss any barrier and support the school could provide. LS 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. LS 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>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 	<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>LS and CV monitor on a weekly basis. We then discuss each family and circumstances on an individual basis.</p> <p>Half an hour per week for both CV and LS: £7790.56</p>	<p>CV LS</p>	<p>Half termly</p>

	<ul style="list-style-type: none"> • Help with structuring morning or bed time routines • Home and/or school reward systems 				
<p><u>OUTCOME B (Vocabulary)</u></p> <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 £185.19</p> <p>3 x weekly 30 minute sessions run by EYP £703</p>	FP	End of December 2020

<p><u>OUTCOME E</u> <u>(Parental Engagement)</u></p> <ul style="list-style-type: none"> An increased number of parents of vulnerable children are accessing the provision available from the school. 	<ul style="list-style-type: none"> PSA engages with parents who aren't engaging with usual school support PSA builds up trust and joint working with families PSA signposts parents and families to appropriate support both in school and in the local area Head Teacher, Dept Head, PSA and Head of Inclusion meet every 3 weeks to review cases and allocate support 	<p>Families who engage well with school benefit from close relationships and timely, focussed support. Children and family well-being is supported. Children make better progress in school.</p>	<p>LS out on gate in the morning and end of day to build relationships with parents.</p> <p>Regular supportive meetings / phone calls.</p> <p>LS can be go-between for families that find it hard to engage with school.</p> <p>75% PSA time £13431.59</p> <p>3 weekly VCM £772.24</p>	<p>LS</p>	<p>3 weekly – VCM meetings</p>
<p><u>OUTCOME B</u> <u>(Appropriate Challenge)</u></p> <ul style="list-style-type: none"> Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching 	<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>Success as a strategy with our DLD Resource Base which has lead to significant progress for children with EHCPs.</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><u>OUTCOME F (Readiness for learning)</u></p> <ul style="list-style-type: none"> Provide resources and support for the 	<ul style="list-style-type: none"> Use home visits that happen in F1 and F2 to support what might be needed for individual families. Use Class teachers knowledge of pupils to provide home packs for maths, reading or writing. For 	<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>Examples include:</p> <ul style="list-style-type: none"> Reading athletics club: £247 Breakfast club: £335.85 for 3 children 	<p>PSA Class Teachers</p>	<p>Half termly</p>

<p>pupils home environment, dependant on individual needs.</p>	<p>example a set of reading books or Numicon starter packs.</p> <ul style="list-style-type: none"> • 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. • Provide support to limit facts that inhibit pupils from arriving to school on time. For example, bus pass, breakfast club places, bike helmets. 	<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>	<ul style="list-style-type: none"> • Uniform: £176.82 		
<p><u>OUTCOME D and F (Attendance and Readiness for learning)</u></p> <ul style="list-style-type: none"> • Supports pupils wellbeing and emotional development through targeted nurture groups. 	<p><u>Nurture groups:</u></p> <ul style="list-style-type: none"> • PSA trained in nurture support and delivers 2 groups sessions a week and some 1:1 or small group sessions. • Teachers refer pupils by completing referral forms. PSA and CV then look at needs to pupils and plan groups. • Groups are focused on one of these key areas of pupils wellbeing: <ul style="list-style-type: none"> - Emotional Awareness - Social Skills - Friendship Skills - Self Esteem - Anger Management - Anxiety Management 	<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 a barrier to learning within a mainstream class.</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p> <p>OFSTED Inspection Framework 2019 and EIF (Education Inspection Framework).</p>	<p>3 x hours a week of PSA time £1553.67</p> <p>Half a day every half term of CV and PSA time to plan groups. £1235.73</p>	<p>PSA CV</p>	<p>Half termly</p>
<p style="text-align: right;">Total budgeted cost to date:</p> <p style="text-align: right;">Total allocated:</p> <p style="text-align: right;">Money to be allocated after AUT 2 PPMs</p> <p style="text-align: center;">See Edukey cost report for example breakdown of provision. (Appendix A)</p>					<p>£55636.42</p> <p>£97715</p> <p>£42078.58</p>

6. Review of expenditure

Previous Academic Year 2019-20

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>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>Training and support for class teachers helped consolidate and increase expectations. The effect of closing for COVID restrictions impacted on final outcomes so this needs to be carried over. There are also new staff joining the school who will need supporting to continue this approach.</p> <p>Good progress was noted in learning walks and book looks</p>	<p>The approach seems to be working and will be continued</p>	<p>£8528.53</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>Learning walks and book looks, showed that everyone was keeping to the structure of the timetable that was given out in the autumn term and progress was recorded in mental maths books or folders. The stats on times table Rockstar's show an increase in the number of children taking part. The overall number of correct answers significantly outweighed the number of incorrect answers. The stats from TTRS also show how when the children took part in the studio section, the speed and response time also increased throughout the academic year. The whole school mental maths assemblies had a positive impact on all children as CI made sure to tailor her questions accordingly for each year group. Their effort in maths lessons in general was also recognised during these assemblies and children were keen to receive a certificate for most improved mathematician of the week.</p>	<p>I think it will be important to continue this structured approach across the school especially in Year 4 in preparation for the upcoming Multiplication Check at the end of March. Before lockdown, there were also talks about continuing mental maths assemblies over Teams which were pre-recorded.</p>	<p>£33447.85</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 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</p>	<p>Good progress was made in this area up until the end of the Spring term.</p> <p>The effect of closing for COVID restrictions impacted on final outcomes so this needs to be carried over. There are also new staff joining the school who will need supporting to continue this approach.</p>	<p>Approach is working and will be continued – also moving to Year 2</p>	<p>£9199.69</p>

	<p>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>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>This approach wasn't successful. Co-ordinating time and meeting availability for working families and staff didn't work. Shorter, more focussed attendance meetings and/or phone call catch ups was preferred</p>	<p>Do not continue</p>	<p>£6615.85</p>
<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 	<p>Approach successful and should be continued.</p> <p>Unfortunately COVID shut down prevented us from achieving a full year so this will be carried over.</p>	<p>Continue</p>	<p>£5853</p>

	<p>any barrier and support the school could provide.</p> <ul style="list-style-type: none"> - 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>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 			
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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
<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>We tried to incorporate some of the ideas into our lesson inputs and when we were working with a group. Some children improved as a result of these strategies, but some required further 1:1 support.</p> <p>Unfortunately COVID shut down prevented us from achieving a full year so this will be carried over.</p>	<p>In order for the programme to be more successful, we need to allocate time in the timetable and stick rigidly to it. It is aimed at nursery upwards, so possibly target at an earlier age?</p>	<p>£2304.51</p>

<ul style="list-style-type: none"> Increasing the amount of pre-teaching interventions and decreasing the number of interventions after wave 1 teaching 	<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>Pre-teach was a successful method of supporting children but finding suitable times was sometimes challenging.</p> <p>Science pre-teach was especially successful.</p> <p>Interventions became more focussed and therefore fewer in number.</p> <p>Unfortunately COVID shut down prevented us from achieving a full year so this will be carried over.</p>	<p>It was felt being able to involve the parents more in this pre-teach had an even bigger impact and we have researched an online programme that can be access at home to use to further enhance these gains.</p>	<p>£5003.91</p>
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Costs report for Highwood Primary School

From 1/8/2020 to 1/8/2021

Breakdown by provision

	Pupils	Cost per pupil	Total
Breakfast Club Sessions	3	111.95	335.85
Early talk boost training	14	13.23	185.19
Mental Maths Booster	71	173.14	12,292.76
Nurture Group KS1	2	172.63	345.26
Nurture Group LKS2	3	129.47	388.41
Nurture Group Planning	85	14.54	1,235.73
Nurture Group	3	129.47	388.41
PP Learning Walks and monitoring	85	4.04	343.11
PP SLT meetings (Approach to Maths)	85	6.44	547.77
PP SLT meetings (Oracy)	85	6.44	547.77
PP SLT meetings (WCR)	85	6.44	547.77
PP Staff meetings (Maths)	85	28.01	2,380.98
PP Staff meetings (Oracy)	85	28.01	2,380.98
PP Staff meetings (WCR)	85	28.01	2,380.98
PSA Approach for engaging parents	85	158.02	13,431.59
PSA attendance and engagement support	85	91.65	7,790.56
Phonics books	12	5.27	63.26
Plus 1 & Power of 2 training	64	5.17	330.58
SEN/PPG Support/Training and Monitoring	85	39.23	3,334.70
SLT Planning Support	71	67.05	4,760.46
Uniform / PE Purchase	4	44.21	176.82
VCM meetings	85	9.09	772.24
Voice 21	85	7.94	675.24
Total	85	654.55	55,636.42