



Highwood Primary School

Mead Way, Bushey, Watford, Hertfordshire, WD23 2AW

Tel: 01923 484650 Fax: 01923 484653 E-mail: reception@highwood.herts.sch.uk

Della Allen - Head Teacher

The Pupil Premium Grant

The Pupil Premium Grant (PPG) is a government initiative designed to provide all schools with the funding they need to meet the needs of all children in their school community.

Schools receive a payment called the Pupil Premium for each child who is registered for free school meals (FSM) and for those children who have a parent serving in the armed forces. In April 2012 the Pupil Premium was extended to include children who have been eligible for FSMs at any point in the last 6 years (known as Ever 6).

Children in care (CLA) are also currently eligible for the Pupil Premium. From April 2014 the Pupil Premium was extended to include those children adopted from care. Both the children in care and those adopted from care are eligible for Pupil Premium at a higher rate, called the Pupil Premium Plus (PPG+).

Data collected from schools in January each year during the school census (known as PLASC) is used to determine the amount of funding a school will receive based directly on the number of pupils who are eligible for Free School Meals **on that given date**. Funding is allocated for the financial year (April to April) rather than the academic year.

The funding allocated to Highwood Primary School is as follows:

	2016-2017 Based on Jan 2016 estimated pupil numbers	2015-2016 Based on Jan 2015 pupil numbers	2014-2015 Based on Jan 2014 pupil numbers	2013-2014 Based on Jan 2013 pupil numbers	2012-2013 Based on Jan 2012 pupil numbers	2011-2012 Based on Jan 2011 pupil numbers
Number of pupils on roll	453	456	462	467	455	448
% of pupils eligible for PPG	97 pupils	98 pupils 21.5%	100 pupils 21.6%	20.1%	20.2%	19.6%
Funding per pupil	£1320 (PPG) £1900 (PPG+)	£1320 (PPG) £1900 (PPG+)	£1300 (PPG) £1900 (PPG+)	£1,059.50	£641.06	£374.78
Total funding	Predicted funding £129,200	Indicative funding £130,860	Final adjusted funding £131,600	£98,653	£58,977.39	£32,981.00





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2015-2016 Funding

£130,860.00 indicative funding including PPG+ payments for CLA pupils

Impact measured July 2016

Provision	Impact			
<p>- Appointment of an additional FT teacher in Year 6 to support with small group work and setting in mathematics.</p>	<ul style="list-style-type: none"> 16 pupils in Y6 (of which 6 have current Special Educational Needs and a further 7 are being monitored for additional needs having been on the SEN register at some time in their primary years) attained the outcomes below at the end of KS2 SATs following small guided group support, targeted interventions and booster sessions. 			
<p>- The use of teaching assistants to lead interventions, targeting pupils in receipt of the PPG and identified as underachieving from assessment data.</p>	<p>Key Stage 2 SAT results 2016 for PPG pupils (16/60)</p>	<p>Meeting age related expectations (16 pupils)</p>	<p>Above age related expectations (16 pupils)</p>	<p>Made or exceeded expected progress (15 pupils*)</p>
<p>- Provide a weekly Saturday School for a targeted group of Year 6 pupils' pre SATs.</p>	Reading	63%	6%	-0.03
<p>- To ensure the SENCo is full time and non-class based.</p>	Writing	75%	13%	-1.22
<p>Provide some 1:1 support for pupils in receipt of PPG who also have special learning needs and are therefore working well below age related expectations.</p>	Grammar, Punctuation and Spelling	44%	6%	N/A
	Mathematics	50%	6%	-3.49
	Reading, writing and mathematics combined	31%	0%	N/A
	<p>*15 pupils because one PPG pupil did not have KS1 results</p> <ul style="list-style-type: none"> Outcomes in all areas were affected by the changes to the SAT tests in 2016 where the increased challenge and changes to the scoring system affected the results of all children nationally. The outcomes for reading, writing and grammar are average for this group of children, the outcomes for mathematics are significantly below average when compared with non-PPG children nationally. 			
	<ul style="list-style-type: none"> The SENCo ensured regular tracking of all groups of pupils including across the school those in receipt of PPG in order to ensure interventions targeted underachievement The Teaching Assistants attended weekly training focused around their intervention work including a presentation of evidence of impact at the end of each term. In house data shows that targeted pupils who have been 			





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<p>- Appointment of a new Welfare Manager to manage the complex and child protection and social and emotional needs of pupils.</p>	<p>supported by intervention programmes have made good progress.</p> <ul style="list-style-type: none"> • At least £40,000 was spent providing significant support for PPG pupils across the school whose complex social and emotional needs are barriers to learning through the Welfare Manager and a Counsellor. This support including Protective Behaviours work, Social groups and individual support. 														
<p>- Provide 1:1 tailored support for targeted CLA pupils in order that they can access provision within a main stream primary school setting.</p>	<ul style="list-style-type: none"> • 2 CLA pupils were supported through PPG and PPG+ allowances. 1-1 tuition was purchased through virtual schools along with 1 -1 full time in school support for one pupil. Carer support and attendance at meetings was provided through our Welfare Manager and Designated Teacher for CLA for the other pupil. 														
<p>- Subsidise residential and day trips, swimming and school uniform for pupils in receipt of PPG.</p>	<ul style="list-style-type: none"> • All pupils in receipt of PPG have benefitted from enrichment activities such as Gardening Club. • £5661.42 PPG allowance was spent on subsidising Residential and day trips, swimming and school uniform as set out in the chart below. <div data-bbox="730 1048 1311 1413" data-label="Figure"> <table border="1"> <caption>PP Subsidiary spend 2015/6</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Uniform</td> <td>3%</td> </tr> <tr> <td>Swimming</td> <td>9%</td> </tr> <tr> <td>YR6</td> <td>15%</td> </tr> <tr> <td>YR5</td> <td>19%</td> </tr> <tr> <td>YR4</td> <td>4%</td> </tr> <tr> <td>Day trips</td> <td>50%</td> </tr> </tbody> </table> </div>	Category	Percentage	Uniform	3%	Swimming	9%	YR6	15%	YR5	19%	YR4	4%	Day trips	50%
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2014-2015 Funding

£131,600.00

Impact measured July 2015

Provision	Impact																									
<p>Appointment of additional teacher in Year 5 and 6 to support underachieving group of pupils</p>	<ul style="list-style-type: none"> 14 pupils in Year 6 (of which 4 also have special learning needs and 1 has medical needs) attained the outcomes at the end of KS2 SATs following small guided group support, use of interventions and attendance at booster sessions. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Level 4 (age related)</th> <th>Level 5 (above age related)</th> <th>Making expected progress</th> <th>Exceeding expected progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13/14 = 93%</td> <td>4/14 = 29%</td> <td>14/14 = 100%</td> <td>2/14 = 14%</td> </tr> <tr> <td>Writing</td> <td>11/14 = 79%</td> <td>3/14 = 21%</td> <td>12/14 = 86%</td> <td>5/14 = 36%</td> </tr> <tr> <td>Grammar, Punctuation and Spelling</td> <td>12/14 = 86%</td> <td>6/14 = 43%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Mathematics</td> <td>11/14 = 79%</td> <td>4/14 = 29%</td> <td>10/14 = 71%</td> <td>0/14 = 0%</td> </tr> </tbody> </table>		Level 4 (age related)	Level 5 (above age related)	Making expected progress	Exceeding expected progress	Reading	13/14 = 93%	4/14 = 29%	14/14 = 100%	2/14 = 14%	Writing	11/14 = 79%	3/14 = 21%	12/14 = 86%	5/14 = 36%	Grammar, Punctuation and Spelling	12/14 = 86%	6/14 = 43%	n/a	n/a	Mathematics	11/14 = 79%	4/14 = 29%	10/14 = 71%	0/14 = 0%
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<p>Additional day of leadership for the Inclusion Leader/SENCO to address the needs of all pupils in receipt to the Pupil Premium across the school and to track their progress on a half termly basis</p>	<ul style="list-style-type: none"> Outcomes in mathematics were affected by -7.1% due to 1 child with an Educational Health Care Plan (EHCP) refusing to engage in the mathematics test. Outcomes can only currently be compared with other children within school and other children nationally. Outcomes for similar pupils nationally are not available. Using this comparison, PPG pupils did better than other pupils nationally in reading and -8% in writing, -6% in GAPS and between -1 to -8% in mathematics. The Inclusion Leader and SENCO ensured regular tracking of all groups of pupils including those in receipt of the PPG in order to ensure interventions targeted underachievement and identified those pupils in need of additional support. 																									
<p>Appointment of a school business manager to monitor pupil premium funding</p>	<ul style="list-style-type: none"> The School Business Manager has set up systems to track the 'spend' per pupil for all pupils in receipt of the PPG. 																									





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<p>Providing a weekly Saturday school (3 weeks) for a targeted group of Year 6 pupils</p>	<ul style="list-style-type: none"> • A three week Saturday SAT school targeted pupils who were either working close to a border grade (Level 4 or Level 5), or who were working below age related expectations. Outcomes were mixed with 4/11 underachieving pupils attaining a Level 4 and 9/12 borderline pupils attaining a Level 5. Attendance and a commitment within the sessions was an issue for some children. Two children also had significant educational needs, 1 had medical needs and 1 was suffering a trauma. • Training has been provided to all Teaching Assistants from the SpLD Base and this has improved the effectiveness of interventions. • Interventions occur either daily or 4/5 days per week and are used to target PPG pupils who are underachieving in any aspect of the curriculum. Significant training is in place to support Teaching Assistants with this programme. • Funding for counselling was increased to £10,000 and has been used to support pupils dealing with bereavement or crisis (11 x PPG pupils). Learning mentors have provided small group support for 31 PPG pupils. All pupils have benefited from Gardening Club. • £4,000 has been spent on subsidising school trips for pupils in receipt of PPG. Residential journeys and school uniform is also subsidised for pupils in receipt of the PPG. £6263 has been subsidised on swimming overall – parents are asked for a voluntary contribution.
<p>Staff training from the local SPLD base on inclusive practice and interventions to accelerate progress</p>	
<p>The use of teaching assistants to lead interventions to targeted groups of pupils including those in receipt of the Pupil Premium, identified as underachieving as outlined on the school provision maps</p>	
<p>Employ a counsellor, parent support partner and learning mentor to provide support to identified vulnerable children including those in receipt of Pupil Premium.</p>	
<p>Subsidise residential and day trips to support Learning</p>	





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2013-2014 Funding

£98,653.00

Impact measured July 2014

Provision	Impact
Appointment of additional teacher in Year 6 to support underachieving group of pupils	<ul style="list-style-type: none">Teaching across the school is no less than good.The gap between Pupil Premium Grant children (PPG) and Non PPG children in both KS1 and KS2 is continuing to narrow in all areas.2013 KS2 pupil outcomes have been sustained in Reading and Writing with a slight increase in Maths.Progress of KS1 PPG children above non PPG children.Progress of KS2 PPG children broadly in line with non PPG pupils.In school data shows that the majority of pupils who have received additional intervention have made at least good progress with many making accelerated progress.Whole school attendance has continued to increase. (July 2013 – 94.72%, July 2014 – 96%)A large proportion of Year 6 pupils made accelerated progress this year, especially in writing.Rigorous monitoring of behaviour incidents has enabled staff to identify patterns of behaviour and to plan support accordingly.Support in place for most vulnerable children to ensure that they can attend all visits and residential trips.Increased awareness of pupil needs by all members of staff.
Additional day of leadership for the Inclusion Leader/SENCO to address the needs of all pupils in receipt of the Pupil Premium across the school and to track their progress on a half-termly basis	
Appointment of an attendance manager to closely monitor the attendance of all vulnerable pupils	
Appointment of a specialist maths teacher to support underachieving pupils in Year 6	
The use of teaching assistants to lead interventions to targeted groups of pupils including those in receipt of the Pupil Premium, identified as underachieving as outlined on the school provision maps	
The continued employment of a behaviour and enrichment leader to offer wider curriculum opportunities to those children in receipt of the Pupil Premium	
Subsidise residential and day trips to support learning	





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2012 – 2013 Funding
£58,977.39
Impact measured July 2013

Provision	Impact
Additional Senior leadership time to provide coaching and mentoring for teachers	<ul style="list-style-type: none"> • Teaching across the school is no less than good. • CLA children made expected progress • The gap between Pupil Premium Grant (PPG) and non PPG children in reading and writing is narrowing by the end of KS2. • At the end of KS1 the APS of PPG children in reading, writing and maths is above the national average. • The % of PPG children achieving or surpassing level 4 in KS2 is above national average for reading, writing and maths. • The % of PPG children achieving or surpassing Level 5 in KS2 is above national average for reading, writing and maths. • Value added data for PPG children shows an increase from 2012. • Whole school attendance has increased by 2.14% since the introduction of the Attendance manager and is at an all-time high • In house data shows that targeted pupils who have been supported by intervention programmes have made good progress.
Appointment of a Behaviour and Enrichment leader to work with vulnerable pupils and groups inclusive of pupils in receipt of free school meals, children looked after and pupils with disabilities or special needs. The leader will become a member of the newly formed inclusion team at Highwood that consists of the Inclusion Manager (INCo), the Primary Support Base Leader (PSB) and the Designated Person for Child Protection (DSP)	
Appointment of additional teacher in Year 6 to support underachieving groups of pupils	
Additional day of leadership for the Inclusion Manager to address the needs of all pupils in receipt of the Pupil Premium across the school and to track their progress on a half-termly basis	
The use of teaching assistants to lead interventions to targeted groups of pupils including those in receipt of the Pupil Premium, identified as underachieving as outlined on the school provision maps	
Appointment of an attendance manager to closely monitor the attendance of all vulnerable groups	
Supporting underachieving pupils and vulnerable pupils in securing good achievement in basic skills as measured by outcomes in mathematics, reading and writing as well as providing wider curriculum opportunities	





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2011-2012 Funding

£32,981.00

Impact measured July 2012

Provision	Impact
Create smaller teaching groups for writing and mathematics in Year 6 through an individual teacher	<ul style="list-style-type: none">• % of children achieving level 4+ in English (81%) and Mathematics (90%) was above the National Floor Standards of 65%• % of children achieving level 5 in Mathematics was higher than national average by 6%• At the end of KS1, performance at Level 3 in reading, writing and maths was above the 2012 national average• At the end of KS2, performance in English and Mathematics was in line with the 2012 national average for pupils eligible for FSM• Children in receipt of FSM in Year 5 and 6 made accelerated progress due to small group targeted intervention• Children in receipt of 1:1 tuition made accelerated progress by a third of a level after 10 weeks of one hour
Provide small group work with an experienced teacher focussed on overcoming gaps in learning	
Provide 1:1 support	
Subsidise residential and day trips to support learning	
Fund a family support worker to offer a range of support to children and their families	

