



Promoting Resilience, Achieving Potential

Highwood Primary School Pupil Premium Strategy Statement

Summary Information					
School	Highwood Primary School				
Academic Year	2016 - 17	Predicted PPG budget	£129,200	Date of most recent review	July 2016
Total number of pupils (based on Jan 16 census)	453	Number of pupils eligible for PPG	97 (22%)	Date of review of the impact of this strategy	Autumn 2017

Attainment		
Attainment for 2015 -16 (whole school)	Pupils eligible for PPG	Pupils not eligible for PPG
% achieving expected standard or above in reading	63%	69%
% achieving expected standard or above in writing	75%	86%
% achieving expected standard or above in mathematics	50%	69%
% achieving expected standard or above in RWM combined	31%	59%

Barriers to future attainment for pupils eligible for PPG (including higher attainers) at Highwood Primary School	
A.	PPG pupils have poor oral language skills on entry to EY and this continues into KS1 for a minority.
B.	PPG pupils on entry have a lower baseline in reading, writing and mathematics than non PPG pupils. There continues to be a gap in achievement between PPG and non PPG pupils in reading, writing and more significantly in mathematics across the school.
C.	A significant number of PPG pupils have SEND or are being monitored for SEND
D.	Attendance rates for a minority of PPG pupils are below 90%.
E.	Difficult early childhood experiences for some PPG pupils means the pupils start school at a level that is below that expected for their age.
F.	Ongoing and new or repeated family trauma for many PPG pupils means that their social and emotional needs make it difficult for them to access learning
G.	Poor behaviour from a very small minority of PPG pupils has a detrimental impact on their educational achievement.
H.	Financial circumstances lead to limited opportunities and life experiences for some PPG pupils.

Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1.	Communication and language skills improve and pupils are working at age related expectation.	The difference between PPG and non PPG pupils will be diminished.
2.	i) PPG pupils' attainment in reading and writing is in line with age related expectations. ii) PPG pupils' attainment in mathematics is in line with age related expectations.	The difference between the attainment in reading, writing and mathematics of PPG and non PPG pupils will be diminished.
3.	The needs of PPG pupils with SEND are being addressed through targeted interventions and Personal Plans.	PPG pupils with SEND are making expected or accelerated progress.
4.	The attendance of PPG pupils improves and persistent absence decreases.	Attendance for PPG pupils is in line with national at 96%. The number of persistent absentees is reduced to 5% or lower. Overall PPG attendance is in line with overall attendance.
5.	PPG pupils in EY with social and emotional needs e.g. attachment disorder are identified early and responded to with timely and relevant support. PPG pupils value enrichment activities such as Gardening Club	PPG pupils in EY with significant social and emotional needs are making expected or accelerated progress. PPG pupils have participated in enrichment activities.
6.	The social and emotional needs of PPG pupils are identified early and responded to with timely and relevant support.	PPG pupils with significant social and emotional needs are making expected or accelerated progress.
7.	The behaviour records of PPG pupils shows that incidents of poor behaviour have reduced.	Exclusion rates have reduced. Sanctions such as internal exclusions, loss of Golden Time and Time Out have reduced for PPG pupils.
8.	Financial support has enabled PPG pupils to take part in Residential and day trips. PPG pupils have correct school uniform that is fit for purpose.	PPG pupils are able to access educational opportunities alongside their peers.

Planned Expenditure				
Academic year		2016 -17		
How Highwood Primary School is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies				
Desired outcome	Chosen action/approach	The rationale for the approach	How we will know the approach is implemented successfully	Led by
1. Highwood Primary School aims to improve pupils' language and communication skills in EY and KS1 so that they are in line with age related expectations.	SENDCo and SEND TA to attend ELKLAN training. Wellcomm and Elklan interventions to be carried out with targeted pupils.	PPG pupils are well below national average in communication and language on entry to school.	Wellcomm leader will assess pupils to establish baseline. Wellcomm and Elklan interventions to be implemented for targeted pupils. SENDCo to monitor and evaluate attainment and progress.	Nic Muncie and Nicola Royle
2. Highwood Primary School aims to diminish the difference between PPG and non PPG pupils in reading and writing and ensure PPG pupils attain age related expectations.	Reading based interventions and 1-1 TA support. Guided groups in all literacy and guided reading lessons. Introduction of Reciprocal Reading approaches across the school. Continued use of Talk for Writing in literacy. Purchase and implementation of Lexia intervention program. Phonics groups to continue into LKS2 for targeted pupils.	PPG pupils are entering the school well below national expectation in reading and writing. For many PPG pupils this gap remains in subsequent years. Highwood Primary School aims to continue to diminish the difference between PPG pupils and other pupils in the school and nationally.	Class teachers and SENDCo will identify gaps and areas for development. SENDCo to purchase/provide targeted resources to TAs. TA support in all classrooms during literacy and guided reading lessons. Teachers' planning to indicate targeted groups for guided learning. Reading Subject Leader to provide CPD, model lessons, coaching and planning support. SENDCo to trial Lexia with targeted pupils and implement if assessments show impact. Teachers in year 3 and Year 4 to include phonics interventions for targeted pupils.	Teachers Nic Muncie TAs Ben Meyjes Nic Muncie LKS2 teachers
3. Highwood Primary School aims to diminish the difference between PPG and non PPG pupils in mathematics and ensure PPG pupils attain age related expectations.	A programme of whole school CPD across the school to embed the CPA approach. Purchase of materials related to Singapore Bar method. Guided groups in mathematics lessons. Additional P/T TA in Y6 to run daily interventions with targeted Y6 pupils.	PPG pupils are entering the school well below national expectation in mathematics. For many PPG pupils this gap remains in subsequent years. Highwood Primary School aims to continue to diminish the difference between PPG pupils and other pupils in the school and nationally.	INSET x 3 days, mathematics team to run staff meetings, coach, team teach and support with planning. TA support in all classrooms during mathematics lessons. Teachers' planning to indicate targeted groups for guided learning. Y6 teachers to identify gaps and assess impact of daily interventions.	HfL Matthew Morey Jamie Marshall TAs Teachers Kanmani Shameem
4. Highwood Primary School aims to identify and respond to SEND needs in a timely and effective way in order to improve outcomes for targeted pupils.	A full time non classed based SENCo to manage the Inclusion Team, the TAs and intervention work. A full time SEND TA to work with targeted pupils.	A significant number of PPG pupils in all year groups have SEND or are being monitored for SEND.	SENDCo will provide support and training for teachers and TAs. SENDCo will review and redesign Personal Plans to increase their effectiveness. SENDCo will identify pupils to target for interventions and manage the TA timetables to ensure these take place. SENDCo and SLT will review the impact of interventions termly. SEN TA will work with targeted pupils as directed by SENDCo. The impact of interventions will be reviewed in termly Pupil Progress Meetings.	Nic Muncie SLT Nicola Royle SLT and teachers
5. The attendance of PPG pupils improves and persistent absence decreases.	Office Manager with responsibility for monitoring attendance. Rigorous follow up of all absences daily. Termly Attendance Assembly with rewards for pupils with 100% attendance and class reward for class with highest overall attendance. Discussions with targeted parents. AIO to be involved with families of pupils' whose attendance is a cause for concern.	Attendance rates for a minority of PPG pupils are below 90%. Some PPG pupils are persistently absent.	Any absence will be addressed immediately. Vulnerable pupils to be monitored daily and any absence and followed up by Inclusion Team. Support offered to families where travel is an issue. Incentives/ rewards to be provided at termly Attendance Assemblies. Display in the Dining Room to show classes with highest attendance valued by pupils. Discussions with targeted parents at Parent Consultation Evenings.	Clare Faulkner Zahidah Dodwell Nicky Wilson Clare Faulkner Teachers

6.Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.	A full time Welfare Manager/Deputy DSP to provide parent partnership support, social and emotional group work, 1-1 targeted support. A full time Pastoral Advisor/Deputy DSP to provide parent support work, group work and 1-1 classroom support. A dedicated Nurture classroom to provide interventions and lunchtime activities for targeted pupils.	Difficult early childhood experiences for some PPG pupils means the pupils start school at a level that is below that expected for their age. Ongoing and new or repeated family trauma for many PPG pupils means that their social and emotional needs make it difficult for them to access learning.	The social and emotional needs of PPG pupils are identified early and responded to with timely and relevant support. Friendship Circles, Protective Behaviours, Breakfast and Lunchtime group sessions for targeted pupils. Weekly meetings of DSL and Deputy DSPs to ensure all CP followed up in a timely way. PPG pupils have participated in enrichment activities such as Gardening Club. Vulnerable families are supported to meet the needs of their children through parent partnership and support work.	Zahidah Dodwell Nicky Wilson Inclusion Team Cathy Cox Zahidah Dodwell Nicky Wilson Carole James Jenny Hughes Zahidah Dodwell Nicky Wilson
7.Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.	A review of the Behaviour Policy. A review of the 'Golden Rules.' PSHE CPD for all staff. Incentives/rewards for pupils who incur no behaviour points. Incentives/rewards for great learning and behaviour.	Poor behaviour from a very small minority of PPG pupils has a detrimental impact on their educational achievement.	Exclusion rates will have reduced. Sanctions such as internal exclusions, loss of Golden Time and Time Out will have reduced for PPG pupils. Staff and children to engage in review of vision, values and rules. Class Circle time/PSHE having a positive impact on behaviour. Rewards (e.g. cooking/art) for pupils with no behaviour points take place and are valued. Golden Tickets (cooking, sport, science, IT etc.) taking place and are valued	SLT Staff School Council PSHE team Jenny Mosley Jenny Hughes TAs
8.Highwood Primary School aims to ensure PPG pupils have equal access to all aspects of school life irrespective of financial circumstances	Subsidies provided for residential and day trips, swimming and school uniform for PPG pupils. Assistance with transport to and from school. Targeted financial assistance in exceptional circumstances for vulnerable PPG families.	Financial circumstances lead to limited opportunities and life experiences for some PPG pupils.	PPG pupils are participating in residentials, day visits and swimming. PPG pupils have correct and fit for purpose uniform. Targeted pupils are transported by taxi. Vulnerable families are supported e.g. Christmas hamper	School Office Inclusion Team Inclusion Team

Review of expenditure 2016 -17: To be completed Autumn 2017				
Desired outcome	Chosen approach	Estimated Impact	Lessons learnt	Cost
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				