

Review of expenditure 2016 -17: completed Autumn 2017			
Desired outcome	Impact	Lessons learnt	Cost
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.	<ul style="list-style-type: none"> ➤ 4/11 pupils in Reception achieved expected outcomes in Communication and Language. The other 7 pupils had focussed teaching and made progress – they are being monitored in Y1. ➤ 2/5 Pupils in Y1 passed the Phonics Screening check. The other 3 pupils (who also have SEND) will receive focussed teaching in Y2 and will be re-tested in June 2018 ➤ Elklan training by SENDCo and SEND assistant has meant more focussed speech and language support and assessment of individual needs. SENDCo has also used with x2 KS1 PPG pupils in conjunction with EP assessments ➤ Wellcomm: 9/17 PPG pupils from YR to Y1 were assessed in October 2016, 5 pupils needed support to reach ARE: 100% achieved this by July 2017 	<p>Increased Parental engagement in supporting pupils with early reading is needed.</p> <p>Next steps: Regular training and peer support for staff teaching phonics groups to enhance provision. A named subject leader within the literacy team</p> <p>All PPG pupils in YR and Y1 to be assessed using the Wellcomm tool as soon as possible in the Autumn term in order to ensure that steps to support are implemented as soon as possible.</p>	Elklan Training: £400 SEND TA: £14,825
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.	<ul style="list-style-type: none"> ➤ See results tables at the end of this document ➤ 8/15 pupils reached Age Related Expectations in Reading at the end of Y2 ➤ 7/15 pupils reached Age Related Expectations in writing at the end of Y2 ➤ Teacher knowledge and confidence is much increased ➤ Guided reading is taking place daily; the Reciprocal Reading approach has been very successful ➤ By the end of Y3 all pupils had passed the Phonics Screening check ➤ 55/77 PPG pupils from Y1-Y6 have had access to Lexia since its implementation in March 2017 ➤ 100% of Y6 PPG pupils with access to Lexia achieved ARE in SATs 	<p>Staff engagement with the teaching of reading has been significantly increased by the present subject leader; an action plan for continuing and enhancing this has been drawn up. A subject leader for writing is needed to complement this.</p> <p>Pupil Progress tracking needs to be even more focused around identifying pupils with one area of need across reading, writing and maths</p> <p>Pupils need to be completing their targeted amount of minutes on Lexia in order to accelerate progress. This needs to be tracked weekly. Impact can only be measured when pupils are accessing Lexia regularly.</p>	Lexia: £2,500
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.	<ul style="list-style-type: none"> ➤ See results tables at the end of this document ➤ Teaching and learning in mathematics is of a high quality across the school (see Maths Review and Standards Review) ➤ 10/15 pupils reached Age Related Expectations at the end of Y2 ➤ 9/13 pupils in Y6 reached Age Related expectations in maths in the Y6 SATs ➤ TA took regular interventions with 8 PPG pupils in Y6 (all significantly below ARE in Nov 16 after sitting past papers): 6/8 achieved ARE in SATs ➤ TA group intervention for 6 PPG girls during SATs preparation: 5/6 achieved ARE 	<p>Impact on this PPG group was significant; some pupils doubled test scores between November and June (e.g. Pupil A 41 marks to 83 marks, Pupil B 38 marks to 81 marks)</p> <p>Strong emphasis on number skills and small targeted groups to fill specific gaps was very successful.</p> <p>TA will be deployed in a very similar way next year – with increased hours</p>	Teaching Assistant (P/T):£9,095
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	<ul style="list-style-type: none"> ➤ Support and coaching for TAs and teachers has contributed to a better understanding of needs which has resulted in more focused support to address individual needs (see Personal Plans, Impact of interventions Progress File) ➤ Personal Plans are now revised at least 3 times a year. Pupils' strengths are identified as well as their areas of need. Pupils are involved in writing the plans and target setting and so take more ownership of their learning ➤ 28/94 PPG pupils have SEND with 8 of these having significant needs requiring 1:1 support from the Inclusion Team. These pupils are reaching their individual targets but are not yet achieving ARE 	<p>Parental engagement in compiling and implementing Personal Plans needs to be increased.</p> <p>In order for support to continue for 2 of these pupils ENF will be applied for in Autumn 2017.</p> <p>Most SEND pupils make small steps of progress which are not reflected by the HfL assessment Steps. The continued development of the Impact of Interventions Progress File will address this.</p>	SENDCo: £57, 074
5. The attendance of PPG pupils improves and persistent absence decreases.	<ul style="list-style-type: none"> ➤ Whole School Attendance rate for the year 96% ➤ Attendance of PPG pupils: 92.5% (8.6% below 90%) ➤ The flood, temporary accommodation and an outbreak of chicken pox had a significant impact on attendance in 2016 – 17. ➤ Class rewards at the end of each term acted as a good incentive for pupils ➤ Bespoke interventions for PPG pupils with persistent lateness and/or absence had mixed impact (various social, emotional and parental needs affected these) ➤ The partnership with the newly appointed AIO increased the impact of work with families with persistent absence ➤ 53 warning letters were issued (not all PPG pupils) 	<p>More detailed tracking of persistent absence has taken place; this will be a focus next academic year.</p> <p>Teachers need to be more proactive in their role in challenging persistent absence; the Absence Manager to continue to provide data to staff regularly</p> <p>Persistent absence needs to become more of a focus in Pupil Progress Meetings</p>	Absence Manager: £28,849

<p>6. Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.</p>	<p>➤ 4 fines were applied for (not all PPG pupils)</p> <p>➤ Gardening Club: all PPG pupils from Y1- Y6 attended at least one session. This helped develop their social interactions and enhanced their learning experiences of a wider curriculum</p> <p>➤ Protective Behaviours/Friendship Groups: 13 PPG pupils received 1:1 or small group work to support their SEMH. This reduced the risk of exclusion and promoted their resilience in dealing with a variety of situations</p>	<p>Although most pupils complete pre and post support records this is not always consistent; this makes impact more difficult to measure</p>	<p>Welfare Manager: £29, 289 Pastoral Adviser: £29, 289 Behaviour Support Assistant: £21,629 Behaviour Support Assistant (P/T): £14,647</p>																												
<p>7. Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.</p>	<p>➤ Exclusion rates are much reduced – there was one 2 day exclusion in the Autumn Term</p> <p>➤ The number of internal exclusions has increased; this has been used more regularly and more successfully than short external exclusions</p> <p>➤ The number of behaviour sanctions has not yet decreased</p> <p>➤ The revised PSHE Curriculum has resulted in improved behaviour across the school</p> <p>➤ Pupils value rewards such as Golden Tickets</p>	<p>A need for a more differentiated approach to behaviour sanctions and rewards was identified. This will be addressed through staff training in Herts STEPS and a revision of the Behaviour Policy.</p> <p>The challenges around working on the temporary site and ever changing routines at lunchtimes to accommodate the restrictions of the site had an impact on the number of behaviour sanctions applied.</p> <p>Loss of Golden Time was revised to include pupils completing work they had missed in class – this was beginning to have an effect on the numbers of sanctions applied.</p> <p>The adoption of regular whole class Circle time has had a very positive effect and will be continued.</p>	<p>Jenny Mosley INSET days: £3,524</p>																												
<p>8. Highwood Primary School aims to ensure PPG pupils have equal access to all aspects of school life irrespective of financial circumstances</p>	<p>➤ PPG pupils have been provided with half price uniform, half price swimming lessons (KS2) and subsidies for residential and day trips as set out in the pie chart below</p> <div data-bbox="450 692 1086 1098" data-label="Figure"> <table border="1"> <caption>PP Subsidiary spend 2016/7</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Day trips</td> <td>48%</td> </tr> <tr> <td>YR5</td> <td>18%</td> </tr> <tr> <td>YR4</td> <td>13%</td> </tr> <tr> <td>YR6</td> <td>7%</td> </tr> <tr> <td>Swimming</td> <td>7%</td> </tr> <tr> <td>Uniform</td> <td>7%</td> </tr> </tbody> </table> </div>	Category	Percentage	Day trips	48%	YR5	18%	YR4	13%	YR6	7%	Swimming	7%	Uniform	7%	<p>Financial support for parents ensures that all pupils have the opportunity to participate in enrichment activities.</p> <p>We will continue to subsidise trips, uniform and swimming in the coming year.</p>	<table> <tr> <td>Uniform</td> <td>£279</td> </tr> <tr> <td>Swimming</td> <td>£252</td> </tr> <tr> <td>YR6</td> <td>£262</td> </tr> <tr> <td>YR5</td> <td>£654</td> </tr> <tr> <td>YR4</td> <td>£475</td> </tr> <tr> <td>Day trips</td> <td>£1,758</td> </tr> <tr> <td>Total:</td> <td>£3,681</td> </tr> </table>	Uniform	£279	Swimming	£252	YR6	£262	YR5	£654	YR4	£475	Day trips	£1,758	Total:	£3,681
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			<p>Total: £214,802</p>																												

Highwood Primary School End of year assessment results Summer 2017

Year Group	Number of pupils in cohort	Number of pupils eligible for PPG (93)	% of pupils attaining ARE in reading, writing + maths	% of pupils eligible for PPG attaining ARE in reading, writing + maths	% of pupils attaining ARE in reading	% of pupils eligible for PPG attaining ARE in reading	% of pupils attaining ARE in writing	% of pupils eligible for PPG attaining ARE in writing	% of pupils attaining ARE in maths	% of pupils eligible for PPG attaining ARE in maths
6 (SATs)	60	13	67%	53.8%	83%	92.3%	73%	69.2%	85%	69.2%
5	60	13	80%	69.2%	90%	84.6%	81.7%	76.9%	91.7%	76.9%
4	60	17	88%	82.4%	93.3%	94.1%	93.3%	88.2%	95%	94.1%
3	60	14	90%	78.6%	91.7%	85.7%	90%	78.6%	90%	78.6%
2 (SATs)	58	15	62.1%	46.7%	72.4%	57%	63.8%	46.7%	72.4%	66.7%
1	59	5	78%	40%	81.7%	40%	80%	40%	86.7%	40%

			CL		PD		PSED		Literacy		Maths		GLD All	GLD PPG
			All	PPG	All	PPG	All	PPG	All	PPG	All	PPG	58%	9%
R (Profile)	59	11	66%	36%	68%	36%	71%	45%	59%	9%	58%	9%		
			All areas		Prime		Literacy		Maths		Prime, Lit + Maths			
			All	PPG	All	PPG	All	PPG	All	PPG	All	PPG		
N (EY outcomes)	36	5	28%	20%	44%	40%	42%	20%	39%	20%	39%	20%		