

Review of expenditure 2017 -18: Autumn 2018

PPG budget received 2017 – 18: £114,840

Desired outcome	Impact	Lessons learnt	Cost
<p>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.</p>	<ul style="list-style-type: none"> ➤ 2/4 PPG pupils achieved expected outcomes in Communication and Language. The other 2 PPG pupils have identified SEND; their learning is differentiated and their needs continue to be monitored and addressed in KS1 ➤ 9/12 PPG pupils passed the Y1 Phonics Screening check. This represents excellent progress for this group where 4/11 achieved GLD in Reception ➤ All PPG pupils in YR and Y1 were assessed using the Wellcomm tool and intervention support was provided. The SEND TA delivering this support had to be deployed away from this work to provide 1-1 support for a child presenting with behavioural difficulties 	<ul style="list-style-type: none"> ➤ Over the course of the year EY focused on Communication and Language using the 'Chatter Matters' approach recommended by the EY team at HfL. This had a positive impact and these strategies will be used again next year ➤ High quality in house CPD provided by the Phonics Lead enabled all staff within the Phase to deliver high quality Phonics Sessions. This will continue – especially when new members of staff join the team. ➤ One member of staff working in Nursery was trained in the delivery of Wellcomm and Eiklan by the SEND TA. This allowed interventions to continue in the afternoons when the SEND TA was deployed elsewhere: this will continue and the school will consider which other members of staff should be trained ➤ Next year pupils will be reassessed after the Wellcomm/Eiklan intervention and scored according to their age in months rather than repeating the initial assessment 	<p>A proportion (25%) of £810 (EY CPD)</p> <p>£11,462 (SEND TA)</p> <p>'Extra hours' payments for TAs: £3000</p> <p>A proportion (12.5%) of £17,099 (TA)</p>
<p>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.</p>	<ul style="list-style-type: none"> ➤ See results table at the end of this document ➤ 2/5 PPG Pupils reached Age Related Expectations in Reading at the end of Y2 ➤ 2/5 PPG Pupils reached Age Related Expectations in writing at the end of Y2 ➤ Guided Reading takes place across the school: the 3 question model has proved a very successful format (Lesson Observation evidence) ➤ By the end of Y2 4/5 PPG pupils had passed the Phonics Screening Check ➤ All PPG pupils from Y1 – Y6 have had access to Lexia (IT based phonics program) this year. A small minority did not engage (parental choice) ➤ The Write Away intervention was very successful for targeted PPG pupils: 10 focus pupils – 2 made accelerated progress, 6 made expected progress and 2 made less than expected progress (due to attendance and engagement issues) ➤ Reading Fluency intervention was very successful for targeted PPG pupils in Y6 where 10/12 PPG pupils achieved ARE in reading 	<ul style="list-style-type: none"> ➤ Writing is a whole school focus; this area is showing a downward trend and is therefore being addressed across the school. Quality First teaching strategies need to be implemented and the progress of PPG children carefully monitored ➤ Action Plans compiled by Reading and Writing Subject Leaders ➤ Spelling has been identified as the main issue presenting a barrier to writing; an area of focus for whole school improvement ➤ The Guided Reading Model will be continued (all new staff to be fully trained to deliver this model) ➤ The Write Away intervention will be continued (all new staff to be fully trained to deliver the intervention) ➤ The Reading Fluency strategies will be employed next year especially for targeted pupils 	<p>£2,500 (Lexia)</p> <p>£315 (Write Away CPD)</p> <p>£2,000 (Diminishing the Difference Project)</p> <p>£650 (Reading Fluency Project)</p> <p>£10,000 (TA support in class)</p>

<p>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.</p>	<ul style="list-style-type: none"> ➤ See results table at the end of this document ➤ 3/5 PPG pupils achieved Age Related Expectations at the end of Y2 ➤ 8/12 PPG pupils achieved Age Related Expectations at the end of Y6 ➤ Targeted interventions for Y6 PPG pupils ensured that 3 PPG pupils ARE after initial assessments showed they were falling behind 	<ul style="list-style-type: none"> ➤ Targeted interventions with specialist maths TA to continue ➤ The CPA and reasoning approach to maths to be further embedded next year as pupil voice and lesson observations show that these methods are very beneficial for the children 	<p>£9,731 (Maths TA)</p> <p>£10,000 (TA support in class)</p>
<p>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</p>	<ul style="list-style-type: none"> ➤ Pupil progress meetings show that the SENDCO is identifying and supporting PPG pupils with SEND ➤ The Impact of Interventions portfolio shows the small steps of progress for targeted PPG children ➤ Personal Plans successfully identify next steps for SEND pupils ➤ 20 PPG pupils (Y1 – Y6) are on the SEND Register and several have multiple needs. Applications for EHCPs (x1) and ENF (x3) Funding were unsuccessful. SENDCo sourced support from Colnebrook and Chessbrook for one PPG pupil and referred 2 pupils to the Autism Team 	<ul style="list-style-type: none"> ➤ Staff Meeting time with Teachers and Teaching Assistants working together to update and assess Personal Plans has proved successful – this strategy to continue next year ➤ Differentiation for some pupils with SEND is not always evident – further training and support to go into this area ➤ SEND TA's intervention work impacted by the need for 1-1 support for a non PPG pupil: continue to adapt timetables to try to avoid this next year ➤ Sourcing support from outside agencies becomes ever more challenging. SENDCO to continue to attend SEND panels and Cluster Meetings in order to ensure up to date advice and support systems are in place 	<p>A proportion (50%) of £38,346 (SENDCO)</p>
<p>5. The attendance of PPG pupils improves and persistent absence decreases.</p>	<ul style="list-style-type: none"> ➤ Persistent absence figures were impacted by the absence figures for 3 pupils in Y6. 2 of these pupils were PPG. Long term and recurrent medical conditions impacted attendance for 2 children and school refusal impacted the third. ➤ Across the rest of the school persistent absence for PPG pupils improved. Meetings with parents, regular information and communications and the fixed term penalty process all had good impact 	<ul style="list-style-type: none"> ➤ A highly differentiated and bespoke intervention programme for a PPG school refuser impacted heavily on the staff term. Programmes of intervention need to be reviewed more regularly and an increase in attendance expected more quickly 	<p>A proportion (25%) of £21,954 (Absence Manager)</p>
<p>6. Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or</p>	<ul style="list-style-type: none"> ➤ Bespoke social and emotional interventions and support for PPG pupils and/or their parents was provided for x9 pupils in Y6, x11 pupils in Y5, x8 pupils in Y4 x6 pupils in Y3, x4 pupils in Y2, x4 pupils in Y1, x2 pupils in YR. Interventions such as Protective Behaviours, Drawing and Talking, friendship support and Individual Behaviour Plans enabled these children to attend school and take part in classroom learning. ➤ Enrichment activities such as Gardening Club were provided for all PPG pupils ➤ PPG pupils in KS1 and KS2 regularly access the Nurture activities during lunchtimes in the Inclusion Area (Juniper). 	<ul style="list-style-type: none"> ➤ Weekly Inclusion Meetings ensure that there is effective communication across the team and the most effective support and adaptations to support can be put into place for individuals and small groups. Discussions can become lengthy – the agendas and timings for these meetings to be reviewed ➤ Gardening Club was too wide ranging and did not allow for deeper experience and learning; groupings to be reviewed and this enrichment to be more targeted 	<p>£27,613 (Welfare Manager)</p> <p>A proportion (25%) of £9,166 (TA)</p>

<p>accelerated progress.</p>	<ul style="list-style-type: none"> ➤ Safeguarding procedures were identified as being robust and effective by Ofsted (November 2017); weekly meetings and timely follow ups by the Safeguarding Team were noted as highly effective ➤ 6 PPG families supported through TAFs during the year with Highwood staff as Lead Practitioner 	<ul style="list-style-type: none"> ➤ Self Esteem evaluation to be used at beginning and end of Gardening Club intervention and PPG music interventions next year to assess impact in this area ➤ Nurture group activities and the adults role in these to be regularly reviewed to ensure effectiveness 	<p>A proportion (25%) of £7,399 (TA)</p> <p>£525 (Protective Behaviours CPD)</p>												
<p>7. Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.</p>	<ul style="list-style-type: none"> ➤ Exclusion rates remain low: x2 PPG were subject to fixed term exclusions this year. Both pupils received re-integration and behaviour support and were also both subject to internal exclusions in addition ➤ The STEPs approach is proving successful especially in KS1 but will need further modifications next year ➤ X1 PPG pupil supported through an Individual Behaviour Plan ➤ Staff are more confident to use 'restorative' sanctions rather than immediate 'Time Out' or 'Loss of Golden Time.' ➤ Lost Golden Time not proving effective for PPG pupils with challenging behaviour 	<ul style="list-style-type: none"> ➤ Further CPD and revisions of practice around STEPs in needed: changes in school culture take significant time to embed. ➤ Behaviour Policy and procedures updated twice during the year. Further reviews needed to embed approach, induct new staff and create consistency within and across phases ➤ STEPs Refresher meetings valuable for SENDCo and Welfare Manager: continue next year ➤ Further discussions and planning around 'Restorative' sanctions needed ➤ A review of Golden Time needed – the current procedure is causing an escalation in challenging behaviour and a loss of valuable curriculum time 	<p>£300 (STEPS Refresher)</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>	<div style="text-align: center;"> <p>PPG spend 17/18 (£6146.25)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Uniform</td> <td>24%</td> </tr> <tr> <td>Trips</td> <td>9%</td> </tr> <tr> <td>Phasels Year 4</td> <td>34%</td> </tr> <tr> <td>PGL Year 5</td> <td>31%</td> </tr> <tr> <td>PGL Year 6</td> <td>2%</td> </tr> </tbody> </table> </div>	Category	Percentage	Uniform	24%	Trips	9%	Phasels Year 4	34%	PGL Year 5	31%	PGL Year 6	2%	<ul style="list-style-type: none"> ➤ Financial support to continue in order to ensure that all PPG pupils have the opportunity to participate in enrichment activities ➤ Continue to subsidise uniform, trips and swimming ➤ A revision of Residential Trips is needed as some families are finding it hard to finance three residential trips (Y4, Y5 and Y6): a reduction to the number of trips and more affordable alternatives to PGL to be researched 	<p>£6146.25</p>
Category	Percentage														
Uniform	24%														
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Year Group	Number of pupils in cohort	Number of pupils eligible for PPG	% of pupils attaining ARE in reading, writing and maths	% of pupils eligible for PPG attaining ARE in reading, writing and 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	48%	54%	77%	85%	60%	62%	75%	69%				
5	59	16	54.2%	37.5%	67.7%	43.7%	57.6%	68.7%	69.4%	50%				
4	55	12	61.8%	50%	67.2%	50%	67.2%	58.3%	76.3%	58.3%				
3	59	17	62.7%	47%	72.8%	64.7%	64.4%	47%	74.5%	64.7%				
2 (SATs)	60	7	67%	14%	72%	29%	70%	14%	82%	29%				
1	58	14	53%	29%	61%	36%	55%	29%	59%	43%				
			CL		PD		PSED		Literacy		Maths		GLD	
			All	PPG	All	PPG	All	PPG	All	PPG	All	PPG		
R (Profile)	57	5	88%	80%	88%	80%	84%	80%	61%	60%	74%	80%	60%	60%
			All areas		Prime		Literacy		Maths		Prime, Lit + maths			
			All	PPG	All	PPG	All	PPG	All	PPG	All	PPG		
N (EY outcomes)	30	10	57%	50%	70%	80%	70%	80%	60%	60%	57%	50%		