

Review of expenditure 2018 -19: Autumn 2019

PPG budget received 2018 - 19: £115,172.61

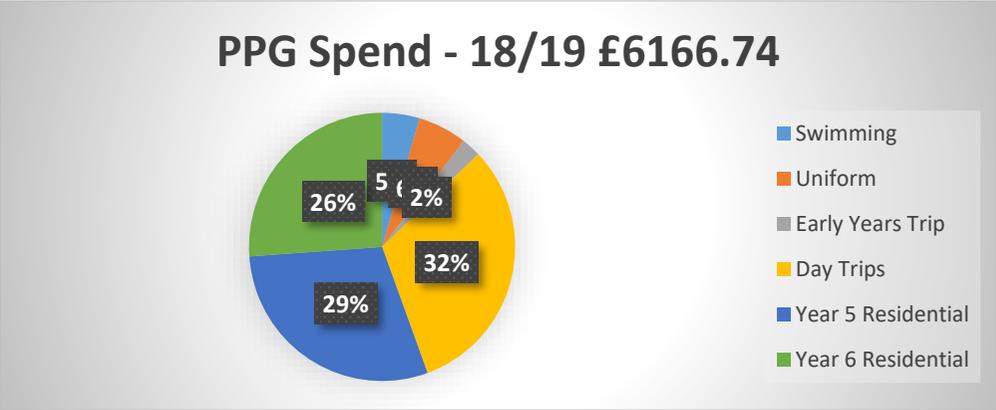
Total expenditure 2018- 19: £144817.70

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"> ➤ 7/9 PPG pupils achieved expected (age related) outcomes in all 3 Early Learning Goals for Communication and Language (ELG 1, ELG 2 and ELG 3). One further PPG pupil achieved the expected level in Listening and Attention (ELG 1). ➤ The remaining PPG pupil is being assessed for SEND in Communication and Language. ➤ 4/7 PPG pupils passed the Y1 Phonics Screening check. This represents excellent progress for this group as 3 pupils who did not achieve GLD in Reception passed the Phonics screening check in Y1. Two pupils in this group are being monitored for SEND and the remaining pupil was not at the school in Reception. ➤ All PPG pupils in YR and Y1 were assessed using the Wellcomm tool and intervention support was provided. The SEND TA trained the Nursery HLTA in this program so that it could be delivered during the afternoons. 	<ul style="list-style-type: none"> ➤ The staff in EY continued to focus on Communication and Language following high quality CPD provided through participation in the HfL Early Years Annual Programme ➤ Bespoke CPD from the HfL EY Advisory Team was bought in for an INSET session for the whole EY team. This was a successful way of utilising the Teaching and Learning Advisory support bought in from HfL as it was specific to Highwood – the intention is to continue to purchase CPD in this way ➤ EY staff visited an outstanding provision in order to better assess their own; following this the EY phase has been restructured allowing for more extended CIL and child led learning across a more streamlined shared environment ➤ Year One will adopt the Early Years philosophy and timetable structure for the Autumn Term 2019 in order to improve transition and enhance child initiated learning (including extended opportunities for outdoor learning) ➤ Outcomes in Year 2 remain just below national age related expectations; there will be an emphasis on communication and language in Year 2 and across KS2 in 2019 – 20 (Reading Lead and English Team to add to Action Plan) 	<p>£5369.95</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 ➤ 7/14 PPG Pupils achieved age related expectations in reading at the end of Y2, one of these pupils achieved greater depth. Of the remaining 7 pupils three are on the SEND register and three are being monitored for SEND. ➤ 4/14 PPG Pupils achieved age related expectations in writing at the end of Y2, one of these pupils achieved greater depth. ➤ 9/17 PPG Pupils achieved age related expectations in reading at the end of Y6, one PPG Pupil did not sit the tests and of the remaining 7 pupils three are on the SEND Register and four have been monitored for SEND. Two PPG pupils achieved greater depth in reading. ➤ 10/17 PPG Pupils achieved age related expectations in writing at the end of Y6, one pupil could not be assessed. Of the remaining six pupils 4 are on the SEND Register and 2 have been monitored for SEND. ➤ Guided Reading using the 3 question model was fully implemented in Year 2 following a Lesson Study Cycle in the Summer Term in Y2 ➤ By the end of Y2 12/14 PPG Pupils had passed the Phonics Screening Check (10 pupils in Y1 and a further 2 in Y2). The 2 pupils who did not pass are both on the SEND Register. ➤ All PPG pupils from Y1-Y6 have had access to Lexia (IT based phonics program) this year. ➤ The Highwood Spelling Strategy was introduced in the Spring Term and is beginning to show impact across the school (see JARV Report March 19). ➤ Cross Curricular topic planning based on high quality texts increased pupil engagement and interest in writing ➤ Start of term whole school themes focused on high quality texts provided increased opportunities for writing innovation ➤ SLT delivered the Write Away intervention to PPG pupils in Y6 in the Autumn Term (10/17 pupils achieved ARE in writing) 	<ul style="list-style-type: none"> ➤ Pupil and parental engagement in reading needs to be enhanced; the Reading Lead will be non-class based in 2019 – 20 in order to promote reading and support staff across the school ➤ The Writing Lead will have regular weekly Leadership Time to monitor, coach and support staff ➤ Budget constraints have forced the school to reduce the number of Teaching Assistants – particularly in KS2- which has had a significant effect on the interventions that can be carried out (e.g. Write Away) ➤ The delivery of Write Away by members of SLT was highly successful with a complex cohort in Y6 – this could not be continued into the Spring Term as the DHT left at Christmas ➤ Additional targeted interventions were provided by the reading and writing Leads in Spring 2 and Summer 1: this strategy to be utilised again next year ➤ Include monitoring of Reading Journals in Pupil Progress Meetings ➤ Include monitoring of Reading Journals in Pupil Voice activities ➤ Introduce the Reading Champions project ensuring that PPG pupils are prioritised ➤ Utilise Story Sacks in EY ➤ The Spelling Strategy needs further embedding and analysis of impact ➤ Cohort specific planning to be continued and improved ➤ Themes to be planned into Annual Curriculum Plan taking into consideration local, national and world events alongside high quality texts ➤ Consider putting this intervention into the Spring Term 	<p style="text-align: center;">£9041.34</p>
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<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 ➤ 7/14 PPG Pupils achieved age related expectations in mathematics at the end of Y2. Of the remaining 7 pupils three are on the SEND register and three are being monitored for SEND. ➤ 9/17 PPG Pupils achieved age related expectations in mathematics at the end of Y6. Of the remaining 8 pupils one did not sit the SAT tests, 3 were on the SEND register and 3 were being monitored for SEND ➤ Targeted interventions with the maths specialist TA enabled the 8 PPG pupils who achieved ARE to access the Y6 curriculum, 5 PPG pupils achieved a score between 91 and 98 (pass mark 100) so were very close to the threshold. 	<ul style="list-style-type: none"> ➤ Additional targeted interventions provided by maths lead in Spring 2 and Summer 1 enhanced outcomes; strategy to be repeated next year ➤ Mathematics specialist TA to be employed full time next year as Y6 TA so that targeted interventions can take place flexibly ➤ Further embedding of Herts Maths Essentials as the main teaching and learning tool to build on the success of this approach. Schemes such as White Rose and Maths No Problem to be used to widen and differentiate the core maths curriculum ➤ A review and relaunch of the Highwood Calculation Policy would be beneficial in order to ensure all staff are teaching consistently and children are building on prior knowledge 	<p>£6637.95</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"> ➤ PPG pupils are prioritised when any intervention is planned ➤ Pupil Progress Meetings show that the SENDCo is identifying and supporting the PPG pupils with SEND; the focus is on strategies and the impact for these pupils ➤ Personal Plans successfully identify next steps for SEND pupils ➤ 24 PPG pupils (YR-Y6) are on the SEND Register and a further 18 PPG pupils are being monitored for SEND. Bespoke Personal Plans and targets are in place for all of these pupils ➤ Two EHCP application for PPG pupils were successful and a further 1 EHCP application for a PPG pupil and 1 application for a pupil with SEND were started. ➤ One application for ENF funding was submitted but was unsuccessful ➤ Support was sourced for 5 PPG/SEND pupils from outside agencies (Chessbrook Behaviour Support x 1 PPG/SEND, SpLD Outreach x 2 PPG/SEND pupils, Communication and Autism Team x 2 PPG/SEND pupils) 	<ul style="list-style-type: none"> ➤ Analysis of progress and attainment for PPG pupils needs to be separated into non SEND PPG pupils, SEND PPG pupils and pupils with other social/emotional barriers in order to show a more detailed picture of impact ➤ Re-introduction of PPG Portfolio of progress evidence from TA focus children is needed as there was less emphasis on this due to budgetary constraints (no TA CPD after school); move to TA CPD within the school day ➤ Staff meeting time for completing Personal Plans with SENDCo support and TAs invited has proved very valuable – to be continued ➤ Sourcing support from outside agencies remains challenging: EHCP applications are time consuming and provide no additional funding or support ➤ 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>£25552.70</p>

<p>5. Highwood Primary School aims to ensure that the attendance of PPG pupils improves and persistent absence decreases.</p>	<ul style="list-style-type: none"> ➤ The overall attendance rate for PPG pupils in 2018-19 was 91%. The overall attendance rate for the PPG pupils who are registered as Travellers was 87.8%. Both these figures represent bespoke interventions for persistently absent PPG pupils ➤ The attendance figures for PPG pupils in 2018-19 are affected by one PPG pupil who became a school refuser and despite an intense and bespoke programme of re-integration only spent 2 full days in school during the year. ➤ 17 PPG pupils had attendance rates below 90%. Of these 17 six are Traveller pupils and a further 6 are provided with support from our Welfare Manager due to social and emotional issues which impact on their attendance ➤ Attendance is carefully monitored and all cases are considered on an individual basis. 	<ul style="list-style-type: none"> ➤ Attendance has improved across the school – HCC will not therefore be providing such intense support next year. It is imperative therefore that the Office Manager and SLT continue to monitor absence, particularly for vulnerable groups, meticulously. ➤ Surgery style meetings with the Attendance Improvement Officer for families where absence has become a significant issue were very effective last year; this will need to be continued 'in house' going forwards ➤ A highly differentiated and bespoke intervention programme for a PPG school refuser (including significant intervention from the Attendance Improvement Officer) impacted heavily on the staff team – although this was ultimately unsuccessful it was the correct approach. Bespoke interventions like this will be continued wherever necessary. 	<p>£10974.62</p>
<p>6. Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.</p>	<ul style="list-style-type: none"> ➤ Bespoke social and emotional interventions and support for PPG pupils and/or their parents/carers was provided for 4 PPG pupils in Y6, 3 PPG pupils in Y5, x1 PPG pupil in Y4, x1 PPG pupil in Y3, x 1 PPG pupil in Y2, x2 PPG pupils in YR. ➤ Interventions such as Protective Behaviours, Drawing and Talking, yoga, 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 provided during lunchtimes in the Inclusion area (Juniper and garden) ➤ The Safeguarding Team was restructured during the year to include the SENDCo. The weekly Safeguarding Meetings continue to ensure that robust and effective procedures are in place ➤ 24 PPG Pupils were provided with support from the school's Safeguarding Team through TAF/CIN or CP plans, referrals to Children's Services or Families First and through support interventions and meetings at school. ➤ One PPG pupil was provided with 6 counselling sessions provided by the school from the Pupil Premium ➤ Music lessons for 15 PPG pupils in KS2 have proved to be highly effective in developing self esteem, providing opportunities and having a positive effect on behaviour and engagement in school. Half termly reports are provided to teachers along with regular dialogue. All pupils have progressed musically and all were able to perform for parents and carers in an assembly. Lesson observations provide further evidence of the effectiveness. 	<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 that support can be put into place for individuals and small groups. Settings agendas before the meetings has made the discussions more focused ➤ The yoga intervention was very successful for a group of PPG pupils in Y3. Discussions will need to take place in order to decide where best to target this intervention going forwards ➤ Breakfast Club is a challenging time for some of the PPG pupils – consider the introduction of Story Time (Reading Lead), dance (PE Lead and/or yoga (Welfare Manager) into this time slot ➤ PPG pupils continue to figure highly in our Safeguarding support. It is essential that the team continues this vital support and that the weekly meetings to review and discuss strategies continue 	<p>£75679.88</p>

		<ul style="list-style-type: none"> ➤ Continue music lessons for KS2 PPG pupils (piano/singing) 															
<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"> ➤ There were 5 PPG pupils who were given Fixed Term Exclusions in 2018 – 19. For 2 of these pupils there was more than one Fixed Term Exclusion. For the other 3 pupils the sanction was effective following physical assault and persistent disruptive behaviour ➤ We continue to use Internal Exclusions as part of the Consequences Ladder for behaviour ➤ All 5 PPG pupils had Individual Behaviour Management Plans which were under regular review. 3 of the pupils were in Year 6. ➤ A significant amount of SLT support and intervention was required to manage the challenging cohort in Y6 along with individuals across the school 	<ul style="list-style-type: none"> ➤ STEPs Refresher CPD becomes more effective each time it is delivered and staff become more familiar ➤ The introduction of Rewards and Consequences Ladders was helpful in ensuring consistent practise across the school ➤ Zones of Regulation was introduced by the SENDCo as part of the Personal Plans for some SEND pupils; this is a practice which we would like to extend ➤ Staff are in agreement that Golden Time and Loss of Golden Time has not proved to be effective; the plan is to remove this from the Behaviour Policy for the coming year; more emphasis will be placed on more immediate class rewards via the 'Star Jar.' Lunchtime 'Time Out' will remain. 	<p>£5394.52</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 Spend - 18/19 £6166.74</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Swimming</td> <td>5%</td> </tr> <tr> <td>Uniform</td> <td>2%</td> </tr> <tr> <td>Early Years Trip</td> <td>2%</td> </tr> <tr> <td>Day Trips</td> <td>32%</td> </tr> <tr> <td>Year 5 Residential</td> <td>29%</td> </tr> <tr> <td>Year 6 Residential</td> <td>26%</td> </tr> </tbody> </table>	Category	Percentage	Swimming	5%	Uniform	2%	Early Years Trip	2%	Day Trips	32%	Year 5 Residential	29%	Year 6 Residential	26%	<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, swimming, trips and in-house visitors/events ➤ Continue to only offer residential in Y5 and Y6 with Y5 being a local visit with one night away and Y6 being a week long visit ➤ Review whether to continue to visit Phasels Wood or source an alternative for Y5 ➤ Review whether JCA provided value for money and quality enrichment before rebooking for Y6 ➤ Continue to provide individual music lessons for KS2 PPG pupils 	<p>£6166.74</p>
Category	Percentage																
Swimming	5%																
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Statutory Assessment Results Summer 2019: Pupils Achieving Age Related Expectations (ARE)														
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)	61	17 (x5 SEND)	53%	41%	67.2%	53%	71%	59%	67.2%	53%				
2 (SATs)	58	14 (x4 SEND)	60.3%	29%	72.4%	50%	60.3%	29%	77.6%	50%				
			% of pupils passing Phonics Screener	% of pupils eligible for PPG passing Phonics Screener										
1		7	86%	57%										
			CL		PD		PSED		Literacy		Maths		GLD	GLD
			All	PPG	All	PPG	All	PPG	All	PPG	All	PPG	All	PPG
R (Profile): Pupils attaining ARE (GLD): 60 pupils/ 9 PPG			91.7%	77.7%	88.3%	77.7%	95%	100%	73.3%	55.5%	78.3%	66.6%	73.3%	56%

Statutory Assessment Results Summer 2019: Pupils Achieving Greater Depth (GD)											
Year Group	Number of pupils in cohort	Number of pupils eligible for PPG	% of pupils attaining GD in reading, writing and maths	% of pupils eligible for PPG attaining GD in reading, writing and maths	% of pupils attaining GD in reading	% of pupils eligible for PPG attaining GD in reading	% of pupils attaining GD in writing	% of pupils eligible for PPG attaining GD in writing	% of pupils attaining GD in maths	% of pupils eligible for PPG attaining GD in maths	
6 (SATs)	61	17 (x5 SEND)	13.1%	0%	29.5%	12%	26.2%	12%	31.1%	18%	
2 (SATs)	58	14 (x4 SEND)	17.2%	0%	24.1%	7.1%	20.7%	7.1%	22.4%	0%	