

**Review of expenditure 2019 - 2020**  
**PPG budget received 2019 - 20: £111,382.96**  
**Total expenditure 2019- 20: £114,887.85**

| Desired outcome  | Impact  | Lessons learnt  | Cost                     |
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| <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"> <li>➤ All PPG pupils in YR were assessed using the Wellcomm tool and intervention support was provided until the start of lockdown. The SEND TA trained the Nursery HLTA in this program so that it could be delivered during the afternoons.</li> <li>➤ Adult ratios are high in Nursery to support children with communication and language right from the start.</li> <li>➤ No statutory testing in summer 2020. See results table at the end of this document for 2019 which is the last set of data for PPG performance</li> <li>➤ No Y1 Phonics Screening Check took place due to Covid but the staff continued to teach phonics in line with the school's policy.</li> <li>➤ DHT, AHT and reading lead provided extra support for guided reading prioritising PPG children</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Emphasis on communication and language in Year 1 and across KS2 in 2019 – 20 (Reading Lead and English Team to add to Action Plan)</li> <li>➤ Wellcomm has proved to be a good tool for identifying pupils who would benefit from language interventions and support.</li> </ul>   | <p><b>£6088.04</b></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"> <li>➤ No statutory testing in summer 2020. See results table at the end of this document for 2019 which is the last set of data for PPG performance</li> <li>➤ Guided Reading using the 3 question model was fully implemented in KS1 and KS2</li> <li>➤ All PPG pupils from Y1-Y6 have had access to Lexia (IT based phonics program) this year</li> <li>➤ The Highwood Spelling Strategy is beginning to show impact in improving the teaching and learning of spellings and grammar across the school (following the actions outlined in the HIP report's March 2019)</li> <li>➤ Cross Curricular topic planning based on high quality texts increased pupil engagement and interest in writing</li> <li>➤ Start of term whole school themes focused on high quality texts provided increased opportunities for writing innovation</li> </ul> | <ul style="list-style-type: none"> <li>➤ Pupil and parental engagement in reading needs to be enhanced; the Reading Lead was non-class based in 2019 – 20 in order to promote reading and support staff across the school</li> <li>➤ The Writing Lead had regular weekly Leadership Time to monitor, coach and support staff</li> <li>➤ Budget constraints forced the school to reduce the number of Teaching Assistants – particularly in KS2 - which has had a significant effect on the support interventions that were carried out (e.g. Write Away)</li> <li>➤ Additional targeted interventions were provided by the reading lead</li> <li>➤ Reading Journals were monitored weekly by the class teachers and reading lead</li> <li>➤ Specific initiatives were highly motivational in increasing children's and parent engagement in reading e.g. Bounce Back into Reading day</li> <li>➤ Include monitoring of Reading Journals in Pupil Voice activities was carried out by SLT as part of the monthly book lottery</li> </ul> | <p><b>£10,923.29</b></p> |

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|   |  | <ul style="list-style-type: none"> <li>➤ Introduce the Reading Champions project ensuring that PPG pupils are prioritised was not done. Strategy was successful the previous year</li> <li>➤ Story sacks were sent home in Reception with the PPG children being prioritised. These were welcomed and enjoyed by the families.</li> <li>➤ The Spelling Strategy needs further embedding and analysis of impact</li> <li>➤ Cohort specific planning to be continued and improved</li> <li>➤ Themes to be planned into Annual Curriculum Plan taking into consideration local, national and world events alongside high quality texts</li> </ul>   |                   |
| 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"> <li>➤ No statutory testing in summer 2020. See results table at the end of this document for 2019 which is the last set of data for PPG performance</li> <li>➤ Targeted 1:1 and small group interventions with the maths specialist TA were implemented in UKS2</li> <li>➤ Maths Lead hosted staff meetings each term to provide CPD to staff regarding the calculation policy, the CPA approach and assessing levels using the HfL criteria.</li> <li>➤ NSPCC Number Day</li> <li>➤ Primary Maths Challenge</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Additional targeted interventions provided by maths lead</li> <li>➤ Mathematics specialist TA to continue to be employed so that targeted interventions can take place flexibly</li> <li>➤ 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</li> <li>➤ A review and relaunch of the Highwood Calculation Policy was beneficial in order to ensure all staff are teaching consistently and children are building on prior knowledge</li> </ul>   | <b>£9777.72</b>   |
| 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"> <li>➤ PPG pupils are prioritised when any intervention is planned</li> <li>➤ Pupil Progress Meetings show that the SENDCo is supporting to identify the PPG pupils with SEND; the focus is on strategies and the impact for these pupils</li> <li>➤ Personal Plans identify next steps for SEND pupils</li> <li>➤ 19 PPG pupils (YR-Y5) are on the SEND Register and a further 16 PPG pupils are being monitored for SEND. Personal Plans are in place for all of these pupils with SEND and targets for other PPG children being monitored.</li> <li>➤ Two EHCP application for PPG pupils were started.</li> <li>➤ Support was sourced for 6 PPG/SEND pupils from outside agencies (Chessbrook Behaviour Support x 2 PPG/SEND, SpLD Outreach x 1 PPG/SEND pupils, Communication and Autism Team x 2 PPG/SEND pupils, Speech and Language x1 PPG/SEND pupils)</li> </ul> | <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Staff meeting time for completing Personal Plans with SENDCo support and TAs invited has proved very valuable – to be continued</li> <li>➤ Sourcing support from outside agencies remains challenging: EHCP applications are time consuming and provide additional funding based on banding.</li> <li>➤ SENDCo to continue to attend SEND panels and Cluster Meetings in order to ensure up to date advice and support systems are in place</li> </ul> | <b>£20,136.00</b> |
| 5. Highwood Primary School aims to ensure   | <ul style="list-style-type: none"> <li>➤ The overall attendance rate for PPG pupils in 2019-2020 was 90.39%. The overall attendance rate for the PPG pupils who are registered as Travellers was 88.9%. Both these figures represent early interventions for persistently absent PPG pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Attendance at Highwood is still at a good level therefore HCC did not provide such intense support</li> </ul>   |                   |

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| <p>that the attendance of PPG pupils improves and persistent absence decreases.</p>   | <ul style="list-style-type: none"> <li>➤ The attendance figures for PPG pupils in 2019-2020 are affected by one PPG/Traveller family of 4 pupils, with both persistent absence and punctuality issues. Supportive measures, weekly reviews but despite intense support has not improved.</li> <li>➤ 19 PPG pupils had attendance rates below 90%. Of these 19, eight are Traveller pupils and a further 4 are provided with support from our Welfare Manager due to social and emotional issues which impact on their attendance</li> <li>➤ Attendance is carefully monitored and all cases are considered on an individual basis.</li> <li>➤ Attendance for this academic year has been affected by the coronavirus pandemic which saw school closure for the Summer term for most pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ It is imperative therefore that the Office Manager and SLT continue to monitor absence, particularly for vulnerable groups, meticulously.</li> <li>➤ 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</li> <li>➤ A highly differentiated and bespoke intervention programme for a PPG 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.</li> </ul>   | <p><b>£7130.00</b></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"> <li>➤ 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.</li> <li>➤ Interventions such as: Protective Behaviours; Drawing and Talking; yoga; friendship support; emotional/ self-awareness and regulation, self-esteem and resilience, STEPs Individual Behaviour Plans developed with the class-teacher/ TA, enabled these children to attend school and take part in classroom learning.</li> <li>➤ Enrichment activities such as Gardening Club were provided for all PPG pupils</li> <li>➤ PPG pupils in KS1 and KS2 regularly access the Nurture activities provided during lunchtimes in the Inclusion area (Juniper and garden)</li> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ One PPG pupil was provided with 6 counselling sessions provided by the school from the Pupil Premium</li> <li>➤ Music lessons for 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. End of year reports are provided to parents. Pupils progressed musically and all were able to perform for parents and carers in an assembly.</li> </ul> | <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ Continue music lessons for KS2 PPG pupils (piano/singing)</li> </ul> | <p><b>£58,858.80</b></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"> <li>➤ There was 1 PPG pupil who was given 1 Fixed Term Exclusion in 2019 – 20. This was for persistent disruptive behaviour and refusal to follow instructions.</li> <li>➤ We continue to use Internal Exclusions as part of the Consequences Ladder for behaviour</li> <li>➤ All 5 PPG pupils had Individual Behaviour Management Plans which were under regular review. 3 of the pupils were in Year 6.</li> <li>➤ A significant amount of SLT support and intervention was required to manage the challenging cohort in Y6 along with individuals across the school</li> </ul>  | <ul style="list-style-type: none"> <li>➤ STEPs Refresher CPD was delivered to all staff</li> <li>➤ The introduction of Rewards and Consequences Ladders was helpful in ensuring consistent practise across the school</li> <li>➤ 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</li> </ul>   | <p><b>£1285.00</b></p>   |

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|  |  | <ul style="list-style-type: none"> <li>➤ 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 was placed on more immediate class rewards via the 'Star Jar.' Lunchtime 'Time Out' remained.</li> </ul>   |                |
| 8. Highwood Primary School aims to ensure PPG pupils have equal access to all aspects of school life irrespective of financial circumstances | Due to the Covid-19 pandemic and the National Lockdowns, the school was not able to offer subsidised swimming, day trips and other curriculum enrichment activities. A lower than usual amount was spent on subsidising uniform. Day trips from September 2020 - March 2021 were subsidised. | <ul style="list-style-type: none"> <li>➤ Financial support to continue in order to ensure that all PPG pupils have the opportunity to participate in enrichment activities</li> <li>➤ Continue to subsidise uniform, trips and in-house visitors/events</li> <li>➤ Residential in Y5 and Y6 did not go ahead so PPG parents did not need financial assistance</li> <li>➤ Ongoing review of appropriate residential trip options</li> <li>➤ Continue to provide individual music lessons for KS2 PPG pupils</li> </ul> | <b>£689.00</b> |

| <b>Statutory Assessment Results Summer 2019: Pupils Achieving Age Related Expectations (ARE)</b> |                            |                                   |   |  |                                      |   |                                      |   |                                    |   |       |       |       |     |
|--|----------------------------|-----------------------------------|---|--|--------------------------------------|---|--------------------------------------|---|------------------------------------|---|-------|-------|-------|-----|
| 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% |



| <b>Statutory Assessment Results Summer 2020: Pupils Achieving Greater Depth (GD)</b> |                                   |  |   |  |  |   |  |   |  |   |
|--|-----------------------------------|--|---|--|--|---|--|---|--|---|
| <b>Year Group</b>  | <b>Number of pupils in cohort</b> | <b>Number of pupils eligible for PPG</b> | <b>% of pupils attaining GD in reading, writing and maths</b> | <b>% of pupils eligible for PPG attaining GD in reading, writing and maths</b> | <b>% of pupils attaining GD in reading</b> | <b>% of pupils eligible for PPG attaining GD in reading</b> | <b>% of pupils attaining GD in writing</b> | <b>% of pupils eligible for PPG attaining GD in writing</b> | <b>% of pupils attaining GD in maths</b> | <b>% of pupils eligible for PPG attaining GD in maths</b> |
| 6 (SATs)   | 61                                | 17<br>(x5 SEND)                          | 13.1%   | 0%   | 29.5%                                      | 12%   | 26.2%                                      | 12%   | 31.1%                                    | 18%   |
| 2 (SATs)   | 58                                | 14<br>(x4 SEND)                          | 17.2%   | 0%   | 24.1%                                      | 7.1%  | 20.7%                                      | 7.1%  | 22.4%                                    | 0%  |

