

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Highwood Primary School
Number of pupils in school	435 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	30 <sup>th</sup> September 2021
Date on which it will be reviewed	17 <sup>th</sup> November 2021
Statement authorised by	Bindu Rai
Pupil premium lead	Bindu Rai
Governor / Trustee lead	Eddie Tunnah

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,150.00
Recovery premium funding allocation this academic year	£10,730.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,880.00

## Part A: Pupil premium strategy plan

### Disadvantaged KS2 pupil progress scores for last academic year (From 2019 data due to COVID-19)

Number of pupils = 17

Measure	Score	National
Reading	0.6	0.3
Writing	-0.5	0.3
Maths	-0.9	0.4

### Disadvantaged KS2 pupil performance overview for last academic year (From 2019 data due to COVID-19)

Measure	Score	National
Meeting expected standard Reading, Writing and Maths combined	41%	71%
Achieving high standard Reading, Writing and Maths combined	0%	13%
Average Reading score	102	105
Average Maths score	101	106

## Strategy aims for disadvantaged pupils

### Statement of intent

**This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.**

When making decisions about using Pupil Premium funding it is important to consider the context of the pupil cohort and the challenges faced. Research conducted by Education Endowment Foundation has used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support and group learning support
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and Social Emotional Mental Health support

	<b>EYFS Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Number of eligible pupils</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>17</b>	<b>13</b>

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of pupils eligible for pupil premium come from backgrounds of high deprivation with very challenging social and personal issues. This has a negative impact on their personal well-being which, in turn, has an impact on their achievement in school. Some pupils from these backgrounds often have personal and social skills well below what is expected for a child of that age. As a result, their development, from both a social and academic perspective, can be significantly slower than for other pupils. These issues have also been exacerbated during lockdown when they have suffered from a lack of enrichment opportunities, and this has impacted upon family mental health and behavioural difficulties.
2	Our attendance data for this academic year indicates that unauthorised absence among disadvantaged pupils has been between 1.06% higher than for non-disadvantaged pupils. For example, in 2020-21, attendance for dis-advantaged was 90.66% compared to 96.17% for non-disadvantaged. Due to Covid -19 pandemic this disparity is also reflected in rates of persistent absence.
3	The reading, writing and maths skills of pupils eligible for pupil premium are not as well developed as those of other pupils. There is poor parental engagement. Many pupils experience difficulties understanding text, forming grammatically correct sentences. They also have problems with spelling and punctuation. These issues have been exacerbated as a result of lock down which means the proportions of disadvantaged pupils at ARE or above are lower than for other pupils in the school in many year groups.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Support pupils with sustained social, emotional, mental health wellbeing	<p>Sustained high levels of wellbeing from 2022-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• implementation of whole school PSHE curriculum programme called Jigsaw</li> <li>• findings from pupil leadership, pupil voice parent surveys and teacher observations are reflected upon, and actions set to improve well being</li> <li>• A significant increase in participation in enrichment activities among disadvantaged pupils</li> </ul>
Improve attendance and reduce persistent absenteeism	<p>Improve attendance of disadvantaged by supporting families. Average attendance target above 96%</p>

Phonics	<ul style="list-style-type: none"> <li>• Increase phonic pass score of disadvantaged pupils</li> <li>• Ensure all staff have received relevant training to implement consistently the new Systematic Synthetic Phonics scheme</li> <li>• Phonic intervention for all KS1 and Year 3 pupils with a specialised Teaching Assistant. This will ensure those pupils falling behind are specifically supported. Gaps in learning will be identified and addressed accordingly</li> <li>• Family workshops to increase parental engagement to support with reading and home learning</li> <li>• Monitor and track reading across the school to ensure all pupils are reading appropriate and engaging texts</li> </ul>
2022- 2024 Raised attainment of disadvantaged pupils	<p>EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing and maths in line with the % of non-disadvantaged pupils</p> <p>KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in reading, writing and maths in line with the % of non-disadvantaged pupils nationally</p> <p>KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in reading, writing and maths matches with the % of non-disadvantaged pupils nationally</p> <p>KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) in line with the % other pupils nationally</p> <ul style="list-style-type: none"> <li>• Quality wave one and two teaching is evident to support those pupils who have regressed during the Covid -19 pandemic. These pupils will be identified during pupil progress meetings and will be assessed regularly by class teachers and Progress Phase Leaders</li> <li>• Wave two implemented to support pupils eligible for pupil premium and who are prior middle attainers that could progress to greater depth</li> <li>• Pupils eligible for pupil premium have opportunities to access the curriculum in a variety of ways to suit their learning styles and support their social, emotional mental health. Eg counselling, behaviour mentor, focused outdoor practical activities. This allows a more holistic approach, allowing pupils to thrive and flourish through emotional literacy.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,653.50

Reference made to <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch of a new PSHE curriculum ( Jigsaw ) which covers all key areas of a social, emotional and personal development</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- Welfare Family Support</li> <li>- Behaviour Learning Mentor</li> <li>- Jigsaw Programme</li> <li>- Additional resources to support SEMH, alternative curriculum, enrichment opportunities</li> <li>- Thrive programme benefits</li> <li>- Carnegie Centre of Excellence for Mental Health in Schools</li> </ul>	<p><b>Education Endowment Foundation ( +4 months)</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Targeted interventions will focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community</p> <p>Parental engagement will support pupils with academic and emotional learning:</p> <ul style="list-style-type: none"> <li>- Engagement with home learning, reading</li> <li>- Intensive support for vulnerable families.</li> </ul> <p>Experience the personal and professional rewards of helping children and young people to regulate their own behaviour and learn about their emotions.</p> <p>Reduce exclusions and improve attendance and achievement levels by helping children and young people to engage with education.</p> <p>Strengthen links with parents and carers by offering Family Thrive courses to ensure a joined-up approach to supporting children and young people’s emotional and social needs.</p> <p><a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/</a></p> <p>DfE recognises the direct link between positive mental health in schools and successful educational outcomes; the Mental Health Award for Schools builds on this link and</p>	<p>1, 2, 3</p>

	provides a framework for educational institutions to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.	
<p>Teaching Pedagogy – develop first quality teaching and consistency in approach</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- HfL Consultancy Support and training for</li> <li>- Essential English, Back on Track Medium Term Planning</li> <li>- Maths Mastery Readiness Programme training X2 colleagues</li> <li>- Essential Maths Planning</li> <li>- Scholar pack Assessment Tool</li> <li>- Physical development approaches in Early Years to improve young children’s physical growth, skills and health. Installation of large outdoor equipment</li> </ul>	<p><b>Education Endowment Foundation</b></p> <p><b>Reading Comprehension Strategies ( +6months)</b></p> <p><b>Teaching Assistant Interventions ( +4 months)</b></p> <p><b>Feedback ( +6months)</b></p> <p><b>Physical Development Approaches in early Years (+3 months)</b></p> <p>Staff training and induction programme for new teachers on delivering high quality English and Maths lessons (particular focus on effective modelling and differentiation)</p> <p>Focus upon Assessment for Learning approaches where feedback is given immediately during the lesson to support next steps</p> <p>We continue to reflect upon the capacity of staff within the school to be able to support new and less experienced educators</p>	1, 3
<p>Phonics</p> <p>Early Years- Improve oracy, vocabulary and language skills among disadvantaged pupils</p> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>- Purchase of new programme that will support Early years, KS1 and those pupils who have not passed phonics screening in Year 2</li> </ul>	<p><b>Education Endowment Foundation</b></p> <p><b>Phonics ( +5months)</b></p> <p>Teaching of phonics should be explicit and systematic to support pupils in making connections between the sound patterns they hear in words and the way that these words are written. We are currently investing various programmes that will support consistency in planning, teaching and assessing phonics</p> <p><b>Nuffield NELI Programme ( +4months)</b></p> <p>Monitoring activities will demonstrate that all children will benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school.</p> <p>Reception children will be assessed using the Nuffield Early Language programme (NELI) and any gaps identified and addressed. Baseline to end of programme outcomes will be strong.</p> <p>Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, book scrutinies, pupil voice sessions and ongoing formative assessments.</p>	1, 3

- HfL Consultancy Support and training for - Phonics, Reading teaching support	Planning scrutinies will show a well planned, progressive, highly ambitious, challenging and knowledge/ language rich curriculum.	
Embedding principles of good practice set out in the DfE's Attendance Strategy	<a href="http://www.gov.uk/government/publications/school-attendance/">www.gov.uk/government/publications/school-attendance/</a> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,851.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assistant interventions	Large positive impact on learner	1, 2, 3
Small Group Tuition	Targeted learning outcomes	1, 2, 3
One to One Tuition	Targeted learning outcomes	1, 2, 3
Mentoring	Improved motivation and willingness to learn	1, 2, 3
Individualised Instruction	Accurate differentiation	1, 2, 3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,375.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Interventions	Improvement in attitude to learning, readiness to learn and increased attendance to school Working in partnership with external agencies for identified pupils who are vulnerable	1,2,3
Subsidised Wraparound care, cost for clubs/trips and uniform	Extra-curricular and enrichment opportunities to enhance learning, engage pupils to increase their motivation to learn. Purchase of any additional resources required to support home learning – e.g: magazines/books to encourage home reading or additional maths support materials.	1,2, 3

	<p>A child's educational development and enthusiasm for learning is rooted in memorable curriculum experiences. This is particularly important for children from disadvantaged backgrounds who may not have the wider life experiences and opportunities that other children have. Numerous studies show that providing children with a broad range of learning experiences linked to the arts, physical participation, science and technology can help to foster a wider love for learning that moves into other subjects and leads to improved academic progress</p>	
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**Total budgeted cost: £ 113,880.00**

**Part B: Review of outcomes in the previous academic year**  
**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021. A focus will continue upon attendance across the school, where attendance drops below 95%.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Reading Software	Lexia UK Ltd
Widgit Symbols	Widgit Online
Accelerated Reader	Renaissance Learning UK Ltd
Workshop Level 1	Makaton Learning
Reading Eggs	3P Learning
Zones of Regulation	Spectrum Autism
Number Sense Intervention	Edge Hill University
Sandwell Investment	GL Assessment
ABC Training	Alastair Bryce-Clegg
Thrive Programme	Thrive Online

**Service pupil premium funding**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	<p>First quality teaching.</p> <p>Advice from Educational Psychologist</p> <p>Support through SEN and inclusion to implement specific programmes of 1:1 intervention</p> <p>Specific Learning Difficulties Outreach Team support</p> <p>Circle of Friends support</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>ARE outcomes for one child at Mathematics and Reading and above ARE at Reading</p> <p>Following recommendations from above, small steps improvement reading &amp; spelling.</p> <p>Circle of Friends has resulted in better support for the child and peers. Social interaction is better and the child is much happier in school.</p> <p>The school have applied for EHCP which is at assessment status.</p>



## Further information (optional)

### Review of expenditure 2020-2021

PPG budget received: £100,486.25

Total expenditure: £101,264.81

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"> <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 2021. 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 and test 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>£5675.04</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 2021. 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 2020 – 21 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> <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>	<p style="text-align: center;"><b>£7006.50</b></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"> <li>➤ No statutory testing in summer 2021. 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>	<p><b>£9587.22</b></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"> <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>➤ 22 PPG pupils (YR-Y6) are on the SEND Register. Personal Plans are in place for all of these pupils with SEND and targets for other PPG children being monitored.</li> <li>➤ 1 EHCP application for a PPG pupil was started.</li> <li>➤ Support was sourced for 27 PPG/SEND pupils from outside agencies (Chessbrook Behaviour Support, Speech and Language, Speech Language Communication &amp; Autism Team, Specific Learning Difficulties Outreach team, Acorns centre, Educational Psychologist, contact with private agencies and link social workers, Visual Impairment Team, Physical &amp; Neurological impairment Team &amp; Hearing Impairment Team.</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>	<p><b>£11,299.70</b></p>
<p>5. Highwood Primary School aims to ensure that the attendance of PPG pupils improves and persistent</p>	<ul style="list-style-type: none"> <li>➤ The overall attendance rate for PPG pupils in 2020-2021 was 92.52%.</li> <li>➤ The attendance figures for PPG pupils in 2020-2021 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>➤ 16 PPG pupils had attendance rates below 90%. 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 much of the Spring term for most 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> <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;</li> </ul>	

absence decreases.		<p>this will need to be continued 'in house' going forwards</p> <ul style="list-style-type: none"> <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>	<b>£7130.00</b>
6. Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.	<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>	<b>£58,220.08</b>
7. Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.	<ul style="list-style-type: none"> <li>➤ There were 3 PPG pupils who between them, were given 12 Fixed Term Exclusions in 2020-2021. This was for persistent disruptive behaviour, verbal abuse/threatening 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> <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>	<b>£1285.00</b>

<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>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.</p> <p>A lower than usual amount was spent on subsidising uniform.</p> <p>Day trips from September 2020 - March 2021 were subsidised.</p>	<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>➤ Residentials 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>	<p><b>£1061.27</b></p>
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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	
6 (SATs)	61	17 (x5 SEND)	53%		41%		67.2%		53%		71%		59%	
2 (SATs)	58	14 (x4 SEND)	60.3%		29%		72.4%		50%		60.3%		29%	
			% of pupils passing Phonics Screener		% of pupils eligible for PPG passing Phonics Screener									
1		7	86%		57%									
			CL		PD		PSED		Literacy		Maths		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 2020: 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%

