



Promoting Resilience, Achieving Potential

Highwood Primary School Pupil Premium Strategy Statement

Summary Information					
School	Highwood Primary School				
Academic Year	2019 - 20	Predicted PPG budget	£ 87,120	Date of most recent review	November 2019
Total number of pupils (Sept 2019)	433	Number of pupils eligible for PPG	76	Date of review of the impact of this strategy	Autumn 2020

Attainment		
Attainment for 2018 -19 (Y6 SATs)	Pupils eligible for PPG	All Pupils
% achieving expected standard or above in reading	50%	67.2%
% achieving expected standard or above in writing	56.3%	71%
% achieving expected standard or above in mathematics	50%	67.2%
% achieving expected standard or above in RWM combined	37.5%	51%

Barriers to future attainment for pupils eligible for PPG (including higher attainers) at Highwood Primary School	
A.	PPG pupils have poor oral language skills on entry to EY and this continues into KS1 for a minority.
B.	PPG pupils on entry have a lower baseline in reading, writing and mathematics than non PPG pupils. There continues to be a gap in achievement between PPG and non PPG pupils in reading, writing and mathematics across the school.
C.	A significant number of PPG pupils have SEND or are being monitored for SEND
D.	Attendance rates for a minority of PPG pupils are below 90%.
E.	Difficult early childhood experiences for some PPG pupils means the pupils start school at a level that is below that expected for their age.
F.	Ongoing and new or repeated family trauma for many PPG pupils means that their social and emotional needs make it difficult for them to access learning
G.	Poor behaviour from a very small minority of PPG pupils has a detrimental impact on their educational achievement.
H.	Financial circumstances lead to limited opportunities and life experiences for some PPG pupils.

Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1.	Communication and language skills improve and pupils are working at age related expectation.	The difference between PPG and non PPG pupils will be diminished.
2.	i) PPG pupils' attainment in reading and writing is in line with age related expectations. ii) PPG pupils' attainment in mathematics is in line with age related expectations.	The difference between the attainment in reading, writing and mathematics of PPG and non PPG pupils will be diminished.
3.	The needs of PPG pupils with SEND are being addressed through targeted interventions and Personal Plans.	PPG pupils with SEND are making expected or accelerated progress.
4.	The attendance of PPG pupils improves and persistent absence decreases.	Attendance for PPG pupils is in line with national at 96%. The number of persistent absentees is reduced to 5% or lower. Overall PPG attendance is in line with overall attendance.
5.	PPG pupils in EY with social and emotional needs e.g. attachment disorder are identified early and responded to with timely and relevant support. PPG pupils value enrichment activities such as Gardening Club and individual/small group music tuition	PPG pupils in EY with significant social and emotional needs are making expected or accelerated progress. PPG pupils have participated in enrichment activities.
6.	The social and emotional needs of PPG pupils are identified early and responded to with timely and relevant support.	PPG pupils with significant social and emotional needs are making expected or accelerated progress.
7.	The behaviour records of PPG pupils shows that incidents of poor behaviour have reduced.	Exclusion rates have reduced. Sanctions such as internal exclusions and Time Out have reduced for PPG pupils.
8.	Financial support has enabled PPG pupils to take part in Residential and day trips. PPG pupils have correct school uniform that is fit for purpose.	PPG pupils are able to access educational opportunities alongside their peers.

Planned Expenditure				
Academic year		2019 -20		
How Highwood Primary School is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies				
Desired outcome	Chosen action/approach	The rationale for the approach	How we will know the approach is implemented successfully	Led by
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.	Wellcomm and Elklan interventions to be carried out with targeted pupils. Home Learning grids to include language activities. EY and KS1 curriculum adapted to address these needs. Parents encouraged to engage with their children during 'Busy Fingers.' Information provided to parents through meetings and literature sent home. The Subject Leaders for Reading and for Writing and the Deputy Head Teacher to revise the curriculum to include more speaking and listening.	PPG pupils are well below national average in communication and language on entry to school.	Wellcomm leader will assess pupils to establish baseline. Wellcomm and Elklan interventions to be implemented for targeted pupils. SENDCo to monitor and evaluate attainment and progress. Increased parental engagement in supporting pupils' early language and communication skills.	Nic Muncie, Nicola Royle EY and KS1 teaching teams Danni Harte, Daniel Waygood, Ben Meyjes
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.	Reading Lead to be non-class based for the academic year 2019 – 20. Writing Lead to have weekly Leadership time. Reading based interventions and 1-1 TA support. Guided groups in all literacy and guided reading lessons. Embedding of Reciprocal Reading and Reading Fluency approaches across the school. Continued use of Talk for Writing in literacy. Literacy Subject Leader team to include phonics lead, reading lead, writing lead and library. Regular meetings between staff responsible for delivering phonics teaching. Continued use of 'Write Away Together' intervention for targeted PPG pupils Lexia intervention program. Phonics groups to continue into LKS2 for targeted pupils. Reading Gladiators in Y2 and Y4. Continued revision of curriculum maps to ensure cohort specific topics based around high quality texts. All staff to be allocated a pupil and be their 'Reading Champion': PPG pupils identified as priority. 100 Best Books project and Reading Passports to be introduced and promoted.	Reading Action Plan can be fully implemented with support and projects across the school. PPG pupils are entering the school well below national expectation in reading and writing. For many PPG pupils this gap remains in subsequent years. Highwood Primary School aims to continue to diminish the difference between PPG pupils and other pupils in the school and nationally. A significant number of PPG pupils have poor vocabulary and general knowledge which increases the gap between them and their peers. A significant number of PPG pupils do not read or complete learning tasks regularly at home. A significant number of PPG pupils do not read for pleasure.	Profile of reading will be raised. Staff will be supported to deliver the plan for Highwood to become a Reading School. Class teachers and SENDCo will identify gaps and areas for development. SENDCo to support and coach teachers and TAs and manage effective resource bank TA support in all year groups during literacy and guided reading lessons. Teachers to identify targeted groups for guided learning through ongoing AfL. Reading and writing Subject Leaders to provide CPD, model lessons, coaching and planning support. All PPG pupils (who are below ARE) to use Lexia regularly and complete the number of recommended minutes Teachers in year 3 and Year 4 to include phonics interventions for targeted pupils; both short and longer term. Pupils will be engaging with the 100 Best Books Project. Pupils will be reading for pleasure and will choose to discuss their Reading Journals with pride during pupil voice monitoring.	Ben Meyjes Daniel Waygood Teachers Nic Muncie TAs Emma Schumacher Ben Meyjes Daniel Waygood Nic Muncie Y6 teachers and TAs Y4 teachers LKS2 teachers Ben Meyjes Daniel Waygood Danni Harte
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.	Subject Team to continue to monitor and embed the CPA approach. Subject Leader to coach and support through team planning and team teaching. Guided groups in mathematics lessons. FT TA in Y6 to run daily interventions with targeted Y6 pupils. Review of the Highwood Calculation Policy to ensure consistent approach to teaching and learning across the school. Embedding Herts Essentials as	PPG pupils are entering the school well below national expectation in mathematics. For many PPG pupils this gap remains in subsequent years. Highwood Primary School aims to continue to diminish the difference between PPG pupils and other pupils in the school and nationally.	Mathematics team to run staff meetings, coach, team teach and support with planning. TA support in all year groups during mathematics lessons. Teachers to identify targeted groups for guided learning through ongoing AfL. Y6 teachers to identify gaps and assess impact of daily interventions.	Jamie Marshall Michelle Green Caroline Paton TAs Teachers Kanmani Shameem Jamie Marshall Michelle Green

	the core scheme for teaching with schemes such as White Rose and Maths No Problem to supplement and widen access for all.			
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.	A full time non classed based SENCo to manage the Inclusion Team, the TAs and intervention work. A full time SEND TA to work with targeted pupils. A full time SEND assistant to work with targeted pupils. A part time SEND assistant to work with targeted pupils Application for ENF or EHCP where there is a significant need. The impact of interventions to be measured through internal school system and evidence bank as HfL steps are often too wide to show progress.	A significant number of PPG pupils in all year groups have SEND or are being monitored for SEND.	SENDCo will provide support and training for teachers and TAs. SENDCo will monitor Personal Plans and implement plans to increase parental engagement in this process SENDCo will identify pupils to target for interventions and manage the TA timetables to ensure these take place. SENDCo and SLT will review the impact of interventions termly. SEN TA will work with targeted pupils as directed by SENDCo. The impact of interventions will be reviewed in termly Pupil Progress Meetings.	Nic Muncie Nicola Royle Teresa Jenn Jackie Carlton SLT SLT and teachers
5.The attendance of PPG pupils improves and persistent absence decreases.	Office Manager with responsibility for monitoring attendance. Rigorous follow up of all absences daily. Termly Attendance Assembly with rewards for pupils with 100% attendance and class reward for class with highest overall attendance. Discussions with targeted parents. AIO to be involved with families of pupils' whose attendance is a cause for concern. Bespoke plans for those whose persistent absence or lateness is due to a SEMH need.	Attendance rates for a minority of PPG pupils are below 90%. Some PPG pupils are persistently absent.	Any absence will be addressed immediately. Vulnerable pupils to be monitored daily and any absence followed up by Inclusion Team. Support offered to families where travel is an issue. Incentives/ rewards to be provided at termly Attendance Assemblies. Display in the Dining Room to show classes with highest attendance valued by pupils. Persistent absence to be a standing item on Pupil Progress Meeting agendas. Discussions with targeted parents at Parent Consultation Evenings.	Clare Faulkner Zahidah Dodwell Clare Faulkner Teachers
6.Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.	A Safeguarding/ Welfare Team to identify, respond to and manage Child Protection issues An Inclusion team to identify and address the social and emotional needs of pupils across the school A full time Welfare Manager/Deputy DSP to provide parent partnership support, social and emotional group work, 1-1 targeted support. A full time SEND assistant/Deputy DSP to provide targeted support for pupils A dedicated Nurture classroom to provide interventions and lunchtime activities for targeted pupils. Provision of 1-1 or paired music lessons for PPG pupils in KS2 with specialist music teacher.	Difficult early childhood experiences for some PPG pupils means the pupils start school at a level that is below that expected for their age. Ongoing and new or repeated family trauma for many PPG pupils means that their social and emotional needs make it difficult for them to access learning.	The social and emotional needs of PPG pupils are identified early and responded to with timely and relevant support. The impact of these interventions is measured through pre and post assessment. Friendship Circles, Protective Behaviours, Breakfast and Lunchtime group sessions for targeted pupils. Weekly Weekly meetings of DSL and Deputy DSPs to ensure all CP followed up in a timely way. PPG pupils have participated in enrichment activities such as Gardening Club. Vulnerable families are supported to meet the needs of their children through parent partnership and support work. PPG pupils in KS2 have access to high quality music lessons which raise their self esteem and feed into their achievement and progress in other	Safeguarding Team: Cathy Cox Nic Muncie Zahidah Dodwell Inclusion Team: Nic Muncie Nicola Royle Zahidah Dodwell Carole James Jenny Hughes Teresa Jenn Jackie Carlton Louise Nicolas
7.Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.	Whole staff refresher training on Hertfordshire STEPs and continued revisions to the Behaviour Policy. Highwood Ambassadors (Y6 Pupils) to include Play Ambassadors. Family Groups (mixed age House Groups) meet regularly with focus activity to build relationships across the school).	Poor behaviour from a very small minority of PPG pupils has a detrimental impact on their educational achievement.	Exclusion rates will have reduced. Sanctions such as internal exclusions and Time Out will have reduced for PPG pupils. Class Circle time/PSHE having a positive impact on behaviour. Golden Tickets (cooking, art, crafts, IT etc.) taking place and are valued	SLT Staff School Council TAs
8.Highwood Primary School aims to ensure PPG pupils have equal access to all	Subsidies provided for residential and day trips, swimming and school uniform for PPG pupils. Assistance with transport to and from school.	Financial circumstances lead to limited opportunities and life experiences for some PPG pupils.	PPG pupils are participating in residentials, day visits and swimming. PPG pupils have correct and fit for purpose uniform. Targeted pupils are transported by taxi.	School Office Inclusion Team

aspects of school life irrespective of financial circumstances	Targeted financial assistance in exceptional circumstances for vulnerable PPG families. Provision of 1-1 or paired music lessons for PPG pupils in KS2 with specialist music teacher.		Vulnerable families are supported. PPG pupils in KS2 have access to high quality music lessons which raise their self esteem and feed into their achievement and progress in other areas of the curriculum	Inclusion Team Louise Nicolas
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Review of expenditure 2019 -20: To be completed Autumn 2020			
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.	➤		
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.	➤		
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.	➤		
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	➤		
5. Highwood Primary School aims to ensure that the attendance of PPG pupils improves and persistent absence decreases.	➤		
6. Highwood Primary School aims to ensure that PPG pupils with significant social and emotional needs are making expected or accelerated progress.	➤		
7. Highwood Primary School aims to reduce the number of exclusions, internal exclusions and behaviour sanctions for targeted pupils.	➤		
8. Highwood Primary School aims to ensure PPG pupils have equal access to all aspects of school life irrespective of financial circumstances	➤		