

1. Summary Information					
School	Highworth Combined School				
Academic Year	2018-2019	Total PP budget	£117060	Overspent by £5105	
Total number of Pupils	414 (exc Nursery)	Number of pupils eligible for PP	78	Number of pupils eligible for PP+	6

2. Attainment and Progress				
2018 Results		PP eligible pupils (Highworth)	Pupils not eligible (national average)	Difference
% achieving a Good Level of Development (Reception)		80%	N/A	N/A
% achieving expected standard in phonics screening check (Year 1)		63%	84%	-22%
% achieving KS1 age related expectations (Year 2) in:	Reading	44%	79%	-35%
	Writing	22%	72%	-50%
	Maths	44%	79%	-35%
% achieving KS2 age related expectations (Year 6) in:	Reading	70%	64%	+6%
	Writing	70%	67%	+3%
	Maths	65%	64%	+1%
Progress score at KS2 in:	Reading	1.2	0.3	+0.9
	Writing	-0.6	0.2	-0.8
	Maths	1.0	0.3	+0.7

- 25% of our EYFS PP children achieved a GLD in Reception in 2017. This has increased to 80% in 2018.
- At KS1, the percentage of PP children achieving EXS has doubled in all three areas from 2017-18.
- At KS2, PP children at Highworth performed better in all areas than non-PP children nationally.
- Reading, Writing and Maths attainment at Highworth at KS2 has improved in all areas from 2017-18 for PP pupils.
- Progress in Reading and Maths for PP children at our school is better than that of non-PP children nationally.
- The focus for this year is to increase attainment of all pupils, including PP, at KS1.
- We would also like to increase writing progress for all pupils, including PP children.

3. Barriers to future attainment for PP eligible pupils

In school barriers to be addressed		Desired Outcomes	Success Criteria
A.	<p>Low prior attainment including:</p> <ul style="list-style-type: none"> • Language difficulties on entry • Lower academic achievement on entry 	<ul style="list-style-type: none"> • PP pupils will have improved language skills through bespoke, targeted interventions. There should be no difference between the language skills displayed by PP or non-PP children upon completion of KS1. • PP pupils will make accelerated progress to diminish the difference with their peers. They will achieve in line with their non-PP peers in writing, reading and maths. 	<p>An aspirational target of 100% of PP children meeting or making progress toward meeting any Speech, Language and Communication targets set by SALT.</p> <p>90% of PP pupils will make accelerated progress from their base line assessment in Reception to the end of the year.</p> <p>Increase the proportion of pupils with ELG at end of EYFS achieving expected + at the end of KS1.</p> <p>Progress measure KS1-2 Pupil Premium will be 0 or above.</p>
B.	<p>Social and emotional skills can be less developed</p>	<ul style="list-style-type: none"> • PP pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible citizens. • PP pupils display the same level of resilience regarding attitude to learning as their peers • PP pupils are confident, social and have high self-esteem. 	<p>Enable target children to develop their emotional resilience.</p> <p>Progress shown in SDQs filled out by Learning Mentors.</p> <p>Progress shown in Boxall Profile for Nurture Group children.</p> <p>Behaviour logs in place for target children – evidence of less behavioural incidents.</p>

External barriers			
C.	Narrower life experiences	<ul style="list-style-type: none"> PP pupils have access to a broad and exciting curriculum and access to a wide range of enrichment activities 	Ensure all PP pupils participate in enrichment activities -School trips -Club attendance -Extra-curricular opportunities
D.	Some PP pupils have lower attendance than their peers	<ul style="list-style-type: none"> PP pupils at Highworth have a good attendance (above 95%) and there is no gap between PP pupils' attendance and non-PP pupils attendance. 	Attendance monitored on a 3 weekly basis by Inclusion DHT and office manager. (2017-18 PP attendance was 95%; equal to 95% for non-PP children) Parenting contract meetings have been proven successful for PP pupils who fall below 95% and referred to County if necessary.
E.	Parental engagements	<ul style="list-style-type: none"> The parents of all PP pupils will engage in their children's learning and school community the same way that we expect parents of non-PP children too. The majority of PP children' parents will attend parents evening and take an active interest in home learning. An increase of PP parents attending parent workshops. 	Nursery home visits to all families and FSM forms given out. 90% of PP families attend parents evening. Regular 'open door' discourse between teachers, Inclusion Deputy Headteacher and parents of PP children. 90% of PP families have an active role in any SEND discussions and documentation. Parents of PP pupils are encouraged to attend the parental courses offered in school by the Parent Support Worker.

5. Planned expenditure

Academic Year - 2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Focus on PP pupils through Quality First Teaching	Teachers are focused on PP pupils through: -Verbal feedback -PPMs and analysis -PiXL meetings	Evidence from the Sutton Trust shows that Quality First Teaching with a strong focus on PP pupils is the most effective single measure for improving PP pupils' outcomes.	Monitoring: - Learning Walks - Lesson observations - Work scrutiny - PPMs - Performance Management	SLT but Inclusion DHT to focus on PP pupils	Termly schedule of monitoring and evaluation to include focus on PP. Half termly check of data analysis to identify focus children and gauge impact of action.
For PP children to close the gap between PP and non-PP children in Maths in Reception, Year 1 and Year 2	Mathematics Mastery scheme purchased for Reception and Year 1 Keep up not catch up interventions will be in placed in Years 1 to Year 5	Evidence from the Sutton Trust shows that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	Monitoring: - Learning Walks - Lesson observations - Work scrutiny - PPMs - Performance Management	SLT but Inclusion DHT to focus on PP pupils	Termly schedule of monitoring and evaluation to include focus on PP. Half termly check of data analysis to identify focus children and gauge impact of action.

For PP children to close the gap between PP and non-PP children in Phonics in Reception and KS1	Reading Lead Teacher appointed to manage and monitor the Phonics curriculum in our school	Evidence from the Sutton Trust shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Lesson observations - Work scrutiny - PPMs - RWI assessments 	Reading/Phonics Lead Teacher	Termly schedule of monitoring and evaluation to include focus on Phonics. Half termly check of data analysis to identify focus children and gauge impact of action.
For children to know how to further their own learning	High quality feedback for all children – no more marking policy being used throughout the school	Evidence from the Sutton Trust shows that “Feedback for children and teachers on children’s performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is <i>right</i> than what is <i>wrong</i> , and encourages the child rather than threatens their self-esteem.”	Clear feedback policy Termly work scrutiny Termly feedback folder check Termly pupil voice to ask children what their targets are	SLT	Termly schedule of monitoring and evaluation to include focus on PP. Termly work scrutiny and pupil voice.
High quality support from Teaching Assistants	Small group intervention programmes to be delivered by well-trained and supported TAs working closely with the class teacher. Interventions and provision to be tracked using Provision Tracker.	Evidence from Sutton Trust shows that there is evidence of greater impact when TAs are given a well-defined pedagogical role or responsibility for delivering specific interventions, particularly when training and support are provided.	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Lesson observations - Provision Tracker Training for TAs to ensure they are highly skilled	Inclusion DHT SENCO	Termly monitoring
To monitor pupil progress to ensure that pupil’s gaps in learning are identified	Use Target Tracker to closely monitor progress and identify gaps	A report by the DfE states “more successful schools use data to identify pupils’ learning needs at every opportunity –when pupils join the school, during regular reviews of progress and during day-to-day teaching.”	Termly PPMs Half termly monitoring of PP and Key Marginal groups	SLT – DHT for Teaching and Learning	Half termly

To further support children who are at risk of not working at ARE across the school	Use PiXL to identify children who have gaps in their learning and begin PiXL interventions to support these children	A report by the DfE states “more successful schools use data to identify pupils’ learning needs at every opportunity –when pupils join the school, during regular reviews of progress and during day-to-day teaching.”	Teaching and Learning DHT and Phase Leaders to conduct half termly PiXL meetings	SLT	Half termly
Ensure that Y6 pupil’s gaps in learning are identified and that targeted support is in place to enable them to fill those gaps	Identify learning gaps and use PiXL to close the gap and support children to be at ARE or above	In Y6, PiXL treatments enable support for children to be specifically targeted to address learning gaps. A report by the DfE states “more successful schools focus on providing targeted support for under-performing pupils during curriculum time. They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.”	Teaching and Learning DHT and Phase Leaders to conduct half termly PiXL meetings. PiXL teacher to deliver targeted support each afternoon.	SMT	Half termly
Total budgeted cost from Pupil Premium budget					£56,675

ii. Targeted support – Nurture

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Improved management of pupils with social/emotional/behavioural needs	Nurture Group for a small group of Y1 pupils. Four Learning Mentors (two are volunteers from Wycombe Youth For Christ) in school to support the social and emotional needs of our pupils	A report by the DfE states “More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.”	Monitoring behaviour plans and their use by teachers Measure impact of Learning Mentor sessions through SDQs Measure impact of Nurture Group through SDQs and Boxall	SENCO and Inclusion DHT	Termly and weekly meetings with Inclusion DHT

To support vulnerable families further	New role of Parent Support Worker starting in September 2018	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.	Monthly meetings for PSW and Inclusion Deputy Parent surveys at the end of the year Higher turnout for parenting workshops from vulnerable families	Inclusion DHT	Termly
To ensure that pupil's barriers to not prevent them from attending and engaging with school	The school will keep a ring-fenced fund to support families where issues such as transport, uniform etc. could be a barrier to learning or accessing school	Some of our PP children are also CIN and we need to support the families to ensure we meet the children's needs.	On an individual basis	Inclusion DHT	Ongoing
Total budgeted cost from Pupil Premium budget					£37,997.72

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
To enable children to enjoy learning, see its relevance and make better progress	All FSM pupils will have their trips paid for. All parents are given the option to meet with the Headteacher to discuss payment if it is an issue. This includes residential trips, e.g. Woodrow House in Y5 and Marchants Hill in Y6.	Having wider life experiences will impact on their ability to be creative and place the broad curriculum they are studying in a real life context.	Ensure all letters sent out have accurate information for FSM/PP children Where children are not widely accessing enrichment opportunities, the Inclusion DHT offers activities to meet their individual interests or needs.	SLT	Ongoing
To provide children with wider opportunities within the school day and after school	A well-qualified and experienced Sports Coach will run lunch time clubs and after school clubs covering a wide range of sports. PP pupils will either be invited along or given priority if all children are invited. Music lessons and musical experiences are also provided by an experienced Music specialist teacher. All FSM pupils will also have their music lessons paid for.	Having wider life experiences will impact on their ability to be creative and place the broad curriculum they are studying in a real life context.	Observations of clubs Monitoring of attendance from PP pupils	Sports Coach, PE coordinator and Music coordinator	Ongoing
To ensure that provision for PP pupils is coordinated and evaluated for impact	Inclusion Deputy Head to focus on PP pupils within the SLT monitoring process, monitor interventions using Provision Tracker and evaluate its impact.	Leadership is essential to ensure that the right approach is targeted for the right pupils, that all teachers and support staff are accountable for knowing who PP pupils are, what their gaps are, and for ensuring that high quality learning experiences support pupils to make accelerated progress.	SLT monitoring discussions during weekly meeting Clear centralised recording and evaluation of strategies in place for individuals and, where appropriate, provision maps Half termly checks on school data / Target Tracker gap analyses for PP	Inclusion DHT	Half termly
Total budgeted cost from Pupil Premium budget					£27,492

Outcomes for Academic Year 2017-18

- The provision put in place last academic year has had a positive result on data outcomes at EYFS, KS1 and KS2 for PP pupils in Reading, Writing and Maths.
- Attendance for PP pupils is now exactly in line with that of non-PP pupils, showing that monitoring and intervention last year was effective.
- The Nurture approach is supporting disadvantaged pupils in their social and emotional development, which should continue to have a positive impact on both wellbeing and behaviour.
- Staff within the school are aware of who their PP children are, and how they are being supported by the school.
- Systems are in place (Mathematics Mastery, PiXL1 etc.) to further improve attainment at KS1.
- Vulnerable families will be further engaged by our Parent Support Worker, which should improve the amount of involvement these families have with the school, and thereby improve the level of support for their children.
- The school development plan for 2018-19 will focus upon developing the writing curriculum across the school to improve progress and attainment in writing.
- PP children enjoy a broad and balanced school experience, with the opportunity to take part in trips, sports clubs and music lessons.
- The appointment of new staff in targeted roles such as learning mentors and PiXL intervention teacher has resulted in more provision and success for our PP pupils.