

1. Summary Information					
School	Highworth Combined School				
Academic Year	2019-2020	Total PP budget	£108,200		
Total number of Pupils	79	Number of pupils eligible for PP	75	Number of pupils eligible for PP+	4

2. Attainment and Progress				
2019 Results		PP eligible pupils (Highworth)	Pupils not eligible (national average) 2018	Difference
% achieving a Good Level of Development (Reception)		44%	72%	N/A
% achieving expected standard in phonics screening check (Year 1)		80%	82%	-2%
% achieving KS1 age related expectations (Year 2) in:	Reading	36%	75%	-3%
	Writing	18%	70%	-52%
	Maths	27%	76%	-49%
% achieving KS2 age related expectations (Year 6) in:	Reading	50%	75%	-25%
	Writing	64%	78%	-14%
	Maths	79%	76%	+3%
Progress score at KS2 in:	Reading	4.3	0	4.3
	Writing	1.6	0	1.6
	Maths	6.0	0	6.0

- 44% of PP eligible pupils (5 PP pupils in this year group) achieved a GLD in Reception in 2018. Of these, 2 children are on the SEN register and 2 are being monitored for SEN concerns.
- 80% of PP eligible pupils achieved the expected standard in PSC in Y1 compared to 63% in the previous year.
- 45% of PP eligible pupils in Y2 (11 PP pupils in this year group) have Special Educational Needs.
- There has been an increase from 65% to 79% meeting ARE in Maths in Y6 and our PP pupils have exceeded the national average % in 2018.
- Our progress scores for disadvantaged children in KS2 are significantly above national in Reading and Maths.

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> <p>Behaviour and Learning plans used effectively which results in 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 have the opportunity to 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. (2018-19 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's parents will attend parents evening and take an active interest in home learning.An increase of PP parents attending parent workshops.	FSM form sent out at the beginning of September. 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 - ARMs - 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 place 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 - ARMs - 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 - ARMs - 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.	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 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 PiXL 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 ARMs	SLT – DHT for Teaching and Learning	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.”	PiXL meeting in SLT to regularly be updated on progress at KS1 and KS2	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.”	PiXL meeting in SLT to regularly be updated on progress at KS1 and KS2	SLT	Half termly
Total budgeted cost from Pupil Premium budget					£53,166

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 and learning plans and their use by teachers and LSAs Mentor sessions through SDQs Measure impact of Nurture Group through SDQs and Boxall	SENCO and Inclusion DHT	Termly meetings with Inclusion DHT

To support vulnerable families further	Parent Support Worker was appointed last academic year to further support families	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.	Half termly meetings for PSW and Inclusion Deputy Parent surveys at the end of the year Higher turnout for parenting workshops from vulnerable families	Inclusion DHT	Half 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					£37,755

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	Two 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 Coaches, 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					£22,837

Outcomes for Academic Year 2018-19

- Attendance for PP pupils is 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 vulnerable children are, and how they are being supported by the school.
- Systems are in place (Mathematics Mastery, PiXL 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.
- 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 a new Sports Coach should increase the amount of sport and activities on offer to Pupil Premium pupils.