

1. Summary Information					
School	Highworth Combined School				
Academic Year	2017-2018	Total PP budget	£117,880		
Total number of Pupils	398 (exc Nursery)	Number of pupils eligible for PP	79	Number of pupils eligible for PP+	7

2. Attainment and Progress				
2017 Results		PP eligible pupils (Highworth)	Pupils not eligible (national average)	Difference
% achieving a Good Level of Development (Reception)		25%	N/A	N/A
% achieving expected standard in phonics screening check (Year 1)		57%	84%	-27%
% achieving KS1 age related expectations (Year 2) in:	Reading	22%	79%	-57%
	Writing	11%	72%	-61%
	Maths	22%	79%	-57%
% achieving KS2 age related expectations (Year 6) in:	Reading	56%	71%	-15%
	Writing	69%	79%	-10%
	Maths	56%	71%	-15%
Progress score at KS2 in:	Reading	-0.2	0.3	-0.5
	Writing	-0.1	0.2	-0.3
	Maths	0.9	0.3	+0.6

- 0% of our KS1 PP children achieved a GLD in Reception in 2015. This has increased to 25% in 2017.
- Of our 10 Y1 PP children in 2017, 5 have Special Educational Needs.
- Of our 10 Y2 PP children in 2017, 4 have Special Educational Needs.

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>Nurture Group children chosen and Nurture Group set up ready to be rolled out in September.</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 	<p>Ensure all PP pupils participate in enrichment activities</p> <ul style="list-style-type: none"> -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 have a good attendance (above 95%) and there is no gap between PP pupils' attendance and non-PP pupils attendance. 	<p>Attendance monitored on a 5 weekly basis by Inclusion DHT.</p> <p>90% of PP pupils have attendance of at least 95% (2016-17 PP attendance was 94% compared to 96% for non-PP children)</p> <p>Parenting contract meetings have been set up and proven successful for PP pupils who fall below 95%.</p>
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. 	<p>Nursery home visits to all families and FSM forms given out.</p> <p>90% of PP families attend parents evening.</p> <p>Regular 'open door' discourse between teachers, Inclusion Deputy Headteacher and parents of PP children.</p> <p>90% of PP families have an active role in any SEND discussions and documentation.</p> <p>Parents of PP pupils are encouraged to attend the parental courses offered in school.</p>

5. Planned expenditure

Academic Year - 2017-18

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: -Book marking -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	SMT 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 children to know how to further their own learning	High quality feedback for all children	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 marking policy Half termly work scrutiny Half termly pupil voice to ask children what their targets are	SMT	Termly schedule of monitoring and evaluation to include focus on PP. Half 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: - Learning Walks - Lesson observations Training for TAs to ensure they are highly skilled	Inclusion DHT SENCO	Half 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."	Half termly PPMs Regular monitoring of PP and Key Marginal groups	SMT	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 .	SMT	Half termly
Total budgeted cost from Pupil Premium budget					£48,645

ii. Targeted support

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	Introduction of behaviour plans 1:1 Learning Mentor sessions	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	SENCO and Inclusion DHT	Termly
To support PP children to be able to reach age related expectations at the end of Y6.	Smaller group sizes for Maths and English in Y6.	Evidence from Sutton Trust shows that when a change in teaching approach does accompany a class size reduction, then benefits on attainment have been identified, in addition to improvements on behaviour and attitudes.	As per the school’s monitoring cycle: <ul style="list-style-type: none"> - Learning Walks - Lesson observations - Work scrutiny - PPMs - Performance 	SMT	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.	SMT	Half termly
Total budgeted cost from Pupil Premium budget					£65,957

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 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
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. 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.	Ensure all letters sent out have accurate information for FSM/PP children Where children are not widely accessing enrichment opportunities, the PP co-ordinator offers activities to meet their individual interests or needs.	SMT	Ongoing
Total budgeted cost from Pupil Premium budget					£6,359

Outcomes for Academic Year 2016-17

Itemised Record of PPG Spending			
Initiative	Cost	Objective	Outcome
KS2 Additional Numeracy Setting	£43,583	To increase % children making expected progress in Numeracy between KS1 and KS2	We have increased our progress score in <u>Maths</u> from 0.8 to 1.1 due to additional <u>Maths</u> sets in Y6.
KS2 Additional Literacy Setting	£38,488	To increase % children making expected progress in Writing between KS1 and KS2	Our progress scores are similar in Writing and Reading to the previous year. We have now adapted the way in which we set children for the next academic year.
Y6 Small intervention groups in Literacy	£13,079	To increase % children making expected progress in Literacy in KS2	Our progress scores are similar in Writing and Reading to the previous year. We have now adapted the way in which we set children for the next academic year.
Reading + phonic interventions in Reception	£7,915	To increase % children making expected progress in Reading in Foundation Stage	79% of children made 6 steps or more progress in Reception last year. This was a slight decrease from 83% the previous year.
Y2 Literacy and Numeracy interventions	£8,296	To increase % children making expected progress in Writing and <u>Maths</u> in KS1	64% of children who were 'expected' in Writing in Reception met the expected standard at the end of Y2. This is compared to 23% the previous year.
Y1 Literacy and Numeracy interventions	£7,642	To increase % children making expected progress in Writing and <u>Maths</u> in KS1	69% of children who were 'expected' in <u>Maths</u> in Reception met the expected standard at the end of Y2. This is compared to 48% the previous year.
Targeted 1:1 Numeracy in KS2	£5,528	To increase % children making expected progress in <u>Maths</u> in KS2	We have increased our progress score in <u>Maths</u> from 0.8 to 1.1 due to targeted 1:1 interventions.
Better Reading Partners in Y3 + 4	£4,982	To increase % children making expected progress in Reading in KS2	100% of children who took part in this intervention moved up at least one <u>colour</u> band during the 8 week period.
Educational Visits	£4,839	To enable pupils to participate in a wide and enhanced curriculum and develop self esteem	100% of all PP pupils attended all trips (excluding residential). The school funded places for FSM children to attend residential trips in Y5 and Y6.
Additional Y2 Literacy Set	£2,382	To increase % children making expected progress in Writing in KS1	64% of children who were 'expected' in Writing in Reception met the expected standard at the end of Y2. This is compared to 23% the previous year.
Pastoral interventions	£1,500	To enable selected children to develop their emotional resilience	Due to staffing changes, we were unable to put this in place. This has been put onto our SDP for the next academic year. The money for this intervention was used for our additional sets.
Music Lessons	£432	To enable pupils to participate in a wide and enhanced curriculum and develop self esteem	8% of PP children accessed music lesson due to this support, resulting in raised self-esteem and confidence.