

Summary Information 2019-20

School	Highampton Primary School			Date of most recent PP Review				
Total number of pupils	25	Total Pupil Premium budget	£12,105	Date for next internal review of this strategy				
No. of pupils eligible for PP by year group	EYFS: 1	Yr 1: 1	Yr 2: 0	Yr 3: 0	Yr 4: 1	Yr 5: 0	Yr 6: 3	

Achievement (PP and All Pupils) at Highampton School Compared to All Primary Pupils in England

Statutory Assessment	Highampton (PP Pupils)	Highampton (All Pupils)	National Average (All Pupils)
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No statutory assessments took place in 2019-20 due to Covid-19.

1. Barriers to future Achievement

In-school barriers

A.	There are a number of children with speech and language development with children starting school below age related expectations in communication
B.	There are a number of children with social and emotional issues
C.	There are a number of children who lack resilience and positive attitudes to learning
D.	There are a number of children with potentially undiagnosed SEND requirements
E.	There are a number of children who have lower aspirations than their peers

External barriers

G.	There are a number of children with low levels of attendance
H.	Collaboration between home and school needs developing further for a number of children
I.	There are a number of children who have limited access to broad enrichment opportunities
J.	There are a number of families who do not have sufficient digital devices to support learning at home

2. Desired outcomes for 2020-21 Academic Year					
Desired outcomes					How will this be measured?
A.	Children with delayed speech and language development make rapid and sustained progress to meet age related expectations				Intervention records
B.	Support and interventions are put in place to ensure that the needs of children with social and emotional issues are met				Intervention records
C.	Children develop learning skills and metacognition for lifelong learning				Audit of attitudes to learning
D.	All children will have their SEND requirements diagnosed and their needs met				SEND records
E.	All children will have high aspirations for their future				Audit of children's aspirations
F.	All children achieve their potential and make at least strong progress attaining in line with national expectations				School's tracking system
G.	All children attend school and have high levels of attendance and punctuality				Attendance records
H.	There will be enhanced systems of collaboration in place for school and parents to work together				Records of collaboration across the year
I.	All children have access to a broad and enriched curriculum irrespective of the socio-economic background				Participation of children in enrichment opportunities
J.	The school is purchasing digital devices to ensure that all families can access home learning				Survey feedback results from parents
3. Planned expenditure					
Academic year	2020-21			Allocation	£12,105
i. Quality teaching and learning for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children make at least expected progress relative to their starting points and achieve at least in line with national age related expectations.	All children are receiving teaching and learning on a daily basis that is at least good.	Quality first teaching has the greatest impact on an individual's academic success.	There are a range of monitoring and development opportunities throughout the academic year. Staff benefit from regular incremental coaching sessions.	Head of School Executive Head teacher	Half termly

Phil Whittley, Executive Head Teacher

i. Quality teaching and learning for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children’s attainment and progress is recorded and monitored on the school’s Assessment Tracking system and informs planning.	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions.	<p>Clear monitoring of children’s progress is crucial to inform planning.</p> <p>Pre-teach sessions enable children lacking in confidence or prior knowledge to access lessons.</p> <p>Catch-up sessions enable children to overcome misconceptions and access age relevant expectations.</p>	<p>Pupil Progress Meetings half termly</p> <p>Regular monitoring of the school’s Assessment tracking system</p> <p>Book scrutiny and moderation</p> <p>Planning scrutiny</p> <p>Intervention records</p>	<p>Head of School</p> <p>Executive Head teacher</p>	Half termly during Pupil Progress Meetings
The school is using the Soft Measures Tracker and updating it ½ termly.	To use the Soft Measures Tracker to record expenditure of PPG and measure the impact across the academic year.	<p>Success at Primary school is a combination of academic achievement and a range of other factors such as attendance, engagement in lessons, aspirations etc that are referred to as soft measures.</p> <p>In previous years, where there has been an improvement in two or more soft measures, there has been an improvement in academic achievement.</p>	<p>The Head of School is recording their use of PPG.</p> <p>The Soft Measures Tracker is being updated ½ termly.</p> <p>The RAG ratings for specific soft measures are improving for all children.</p>	Head of School	Half termly during Pupil Progress Meetings
Total budgeted cost					£105

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with delayed speech and language development make rapid and sustained progress to meet age related expectations.	Phonics programme intervention.	Moderate impact for very low costs according to the Education Endowment Foundation.	Clear baseline assessments. Detailed planning and monitoring of the specific phonics needs. Regular ½ termly assessments to measure progress.	Head of School English Specialist in Education advisor	Half termly during Pupil Progress Meetings
Children not on track in Reading to make rapid and sustained progress to meet age related expectations.	Reading comprehension strategies, such as Guided Groups and Reciprocal Reading . Pre-teach sessions. Catch-up sessions.	High impact for very low costs according to the Education Endowment Foundation.	Clear baseline assessments. Detailed planning and monitoring of the specific reading skills. Regular ½ termly assessments to measure progress. Use of ½ termly PIRA testing and reading age test (Hertfordshire).	Head of School English Specialist in Education advisor SENDCo	Half termly during Pupil Progress Meetings
Children not on track in Writing to make rapid and sustained progress to meet age related expectations.	Writing strategy sessions, such as Guided Groups, handwriting and EGaPS. Pre-teach sessions. Catch-up sessions.	Moderate impact for moderate costs according to the Education Endowment Foundation.	Clear baseline assessments. Detailed planning and monitoring of the specific writing skills. Regular ½ termly assessments to measure progress. Use of ½ termly moderation.	Head of School English Specialist in Education advisor SENDCo	Half termly during Pupil Progress Meetings

ii.Targeted support					
Desired outcome	Desired outcome	Desired outcome	Desired outcome	Desired outcome	Desired outcome
Children not on track in Maths to make rapid and sustained progress to meet age related expectations.	Maths strategy sessions, such as Guided Groups, reasoning and arithmetic. Pre-teach sessions. Catch-up sessions.	Moderate impact for moderate costs according to the Education Endowment Foundation.	Clear baseline assessments Detailed planning and monitoring of the specific maths skills Regular ½ termly assessments to measure progress Use of ½ termly PUMA testing	Head of School Maths Specialist in Education advisor SENDCo	Half termly during Pupil Progress Meetings
Total budgeted cost					£10,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Systems of communication and collaboration between home and school are having a positive impact on children’s achievement, both academically and on the soft measures tracker.	Enhanced parental consultations.	The school only has care and responsibility for children for 20% of the time across a year, therefore it is crucial to collaborate with parents and carers. Moderate impact for moderate costs according to the Education Endowment Foundation.	Half termly meetings with parents and carers of PP children are taking place. The Soft Measures Tracker is being updated ½ termly. Children are making strong progress evidenced on the school’s assessment system.	Head of School Executive Head teacher	Half termly
Support and interventions are put in place to ensure that the needs of children with social and emotional issues are met.	THRIVE style interventions.	Moderate impact for moderate costs according to the Education Endowment Foundation.	The Soft Measures Tracker is being updated ½ termly. Children are making strong progress evidenced on the school’s assessment system. Boxhall profiling for each child.	Head of School SENDCo	Half termly

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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children have access to a broad and enriched curriculum irrespective of the socio-economic background	Use of PP funding to pay for enrichment activities	Morally, children should not be excluded from taking part in school enrichment opportunities because of their socio-economic background	School records for participation in a range of enrichment opportunities	Head of School Executive Head teacher	Half termly
Total budgeted cost					£2,000