

1. Summary Information					
School	Highworth Combined School				
Academic Year	2020-2021	Total PP budget	£117,838		
Total number of Pupils	444	Number of pupils eligible for PP	81	Number of pupils eligible for PP+	4

2. Attainment and Progress					
2020 Results		PP eligible pupils (Highworth)	Pupils not eligible (national average) 2018	Difference	
% achieving a Good Level of Development (Reception)					
% achieving expected standard in phonics screening check (Year 1)					
% achieving KS1 age related expectations (Year 2) in:	Reading				
	Writing				
	Maths				
% achieving KS2 age related expectations (Year 6) in:	Reading				
	Writing				
	Maths				
Progress score at KS2 in:	Reading				
	Writing				
	Maths				

- Due to Covid-19 there are no 2020 results.

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>To increase proportion of PP pupils meeting ELG at the end of Reception (2019 results were 44%)</p> <p>To increase proportion of PP pupils meeting KS1 expected or above at the end of Y2 (2019 results were Reading 36%, Writing 18% and Maths 27%)</p> <p>To diminish the difference between PP pupils and non-PP pupils at the end of Y6 in Reading and Writing (2019 results were Reading -25% and Writing -14% difference)</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>Individual SDQ figures decrease from the beginning of the school year to the end of the school year</p> <p>Boxall Profiles from the beginning of the school year to the end of the school year show that targets set have been met</p> <p>Behaviour and Learning plans used effectively which results in a 50% reduction of incidents recorded.</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 100% of PP pupils have the opportunity to participate in enrichment activities</p> <ul style="list-style-type: none"> -School trips (<i>when we are able to restart these</i>) -Club attendance <i>when we are able to restart these</i>) -Extra-curricular opportunities <i>when we are able to restart these</i>)
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. 	<p>Attendance monitored on a 5 weekly basis by Inclusion DHT and office manager. <i>(We are unable to analyse attendance from last year due to Covid-19)</i></p> <p>Parenting contract meetings have proved successful for PP pupils who fall below 95% and referred to County if necessary.</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. An increase of PP parents attending parent workshops. 	<p>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.</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 work alongside the Parent Support Worker where necessary.</p>

5. Planned expenditure

Academic Year - 2019-20

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 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 - 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					58,081

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?
To support pupils with social/emotional/ behavioural needs, particularly following the lockdown and closure of school	Nurture Group for a small group of Y1 pupils and a small group of Y2 pupils. Three Learning Mentors (one is a volunteer 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	Regular meetings with Inclusion DHT (at least monthly)

<p>To support vulnerable families by thinking 'outside the box' in our current climate</p>	<p>A new Parent Support Worker will be appointed to further support vulnerable families.</p>	<p>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.</p>	<p>Half termly meetings for PSW and Inclusion Deputy Parent surveys at the end of the year Higher turnout for parenting workshops from vulnerable families</p>	<p>Inclusion DHT</p>	<p>Half termly</p>
<p>To ensure that pupil's barriers do not prevent them from attending and engaging with school</p>	<p>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</p>	<p>Some of our PP children are also CIN and we need to support the families to ensure we meet the children's needs.</p>	<p>On an individual basis</p>	<p>Inclusion DHT</p>	<p>Ongoing</p>
<p>Total budgeted cost from Pupil Premium budget</p>					<p>£27,375</p>

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 Coaches 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					£21,885

Outcomes for Academic Year 2019-20

- We are unable to analyse attendance and data from the previous academic year due to Covid-19.
- The Nurture approach continued to support disadvantaged pupils in their social and emotional development, particularly during a tricky period from March – July with school closure.
- Staff within the school were aware of who their vulnerable children were and how they are being supported by the school.
- Systems were in place (Mathematics Mastery, PiXL etc.) to further improve attainment at KS1.
- Vulnerable families continued to be supported by our Family Support Worker. This happened on a regular basis during the school closure.
- PP children enjoyed a broad and balanced school experience, with the opportunity to take part in trips, sports clubs and music lessons.