

Highbury Primary Y1/2 Pupil Premium Strategy Statement 2016-17

Total number of pupils Y1	60
Total number of Y2	60
Total number of pupil premium eligible for PP Y1 Y2	20/30% 23/38%
Total PP budget	£155,680 (Whole school budget)

Previous years attainment for Y1 and Y2 Summer Term 2016

	All	All depth	PP	PP depth
Y1 reading	77%	15%	71%	6%
Y1 writing	77%	0%	71%	0%
Y1 maths	90%	13%	76%	0%
Y2 reading	80%	47%	60%	35%
Y2 writing	80%	18%	55%	15%
Y2 maths	82%	32%	65%	30%

Term for Y1 and Y2 – Summer Term 2017

	All -60	National	All depth	National	PP	PP depth	Progress all	Progress PP
Y1 reading	67%		49%		57%	29%	100%	100%
Y1 writing	67%		14%		50%	0%	99%	100%
Y1 maths	83%		24%		71%	14%	100%	100%
Y1 GPS	71%		34%		35%	255	100%	100%
Y2 reading	87%	76%	30%	25%	73%	27%	100%	100%
Y2 writing	73%	68%	8%	16%	59%	9%	100%	100%
Y2 maths	87%	75%	22%	21%	73%	18%	100%	100%
Y2 GPS	73%		32%		67%	33%	100%	100%

Year 1 only PP = 3 – remaining pupils have additional needs such as SEND

Year 2 only PP = 5 - remaining pupils have additional needs such as SEND

Barriers to future attainment to for pupil premium pupils

In-school barriers
Poor speech and language – lack of correct grammatical constructions / rich vocabulary
Poor fine motor skills
Management of feelings and behaviour – social communication
Difficulties blending to read
Segmenting to spell
Orientation of number
Number sense
External barriers
Parental engagement with books
Poor home learning environment – lack of talking to children using a good language model
Lack of rich and varied experiences

Desired outcomes			Outcome
A	Develop communication and language through reading	Achieving age expectation at reading – 85%	PP only 100% All PP 75%
B	Enhance reading opportunities in school and at home	Improved inference and fluency applied to writing – 80%	
C	Enhance parental engagement and improve attendance	Pupils understand the importance of home learning especially reading and attend school	
D	Enhance fine motor skills and spelling through daily multi-sensory sessions	Spellings and handwriting transferred to writing - GPS 76%	
F	To manage school routines and react appropriately	Be able to self-regulate enough to engage in learning	
G	To be able to blend and segment to write and read	Achieve age appropriate on the phonics test Y1 – 83% Y2 – 82%	
H	To enhance number sense / support needed for abstract recording	Achieve age appropriate maths outcomes	

Planned expenditure					
Quality of teaching for all					
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	When will your review
Develop communication and language through reading, T4W and varied experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Weekly book swap Pupil conferencing	Application of lessons learnt from 'Challenge the Gap' research last year	Monthly foci on aspects to ensure great teaching Book monitoring Termly progress meeting Cluster subject meetings	English Team / Challenge the gap team	Termly at pupil progress meetings
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	RS	
Enhance reading opportunities in home and in school	Daily reading opportunities Weekly access to the school library Sparkle books Class reader ERIC	Analysis of data Observations	Weekly on the bus meeting Regular bench marking	RS	Termly pupil progress meetings
Enhance parental engagement	Weekly reading sessions in school with children, invite on trips and showcase end of unit work	Analysis of data Observation Knowing our families well	Monitor parental engagement at workshops / family reading sessions /	Class teachers	Half termly

	Work 1:1 with target families	Previous research	parent's evening / one to one reading		
Ensure all children achieve maths outcomes	Pupils who have not secured the objective in the maths lesson are given catch up or pre teaching 4 afternoons per week	Ideas from Mastery Training course – NCTM	Learning walks	RS	Weekly at planning Termly at pupil progress meetings
Enhance fine motor skills and spelling through multi-sensory spelling	Daily planned opportunities Homework – spellings Weekly review of spelling CPL for teaching staff Ideas sent out to parents	Analysis of data of spellings	Observations of provision Children applying spelling to writing	All staff daily	Weekly spelling scores Spelling review termly
Enhances pupil aspirations	Collective worship Class PSHE / P4C Class responsibilities	Results of challenge the gap last year	Pupil attitude survey	Challenge the gap team	Pupil attitudes improve termly
			Total budgets cost Release for leaders £4,400		

Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rational for this choice	How will you ensure it is implemented well	Staff lead	When will your review
Develop communication and language and language through reading, T4W and varied experiences	SALT groups delivered based on targets Weekly writing support Reading ambassadors	Analysis of data Observation SALT assessments	TJ to run weekly interventions	RS	Termly at pupil progress meetings
Enhance reading opportunities	5 x 20mins 1:1 twelve children Daily reading x 5 minutes for all PP children Maintaining good level of development in needed.	Analysis of data Observations Reading biggest enhancer of vocabulary and give model for writing	TA's to run daily interventions	WF / KC / TJ	Half Termly bench marking
Maths catch up	Afternoon revisiting and pre teaching in small groups / 1:1 x4 days	Strategy gained from NCEM	TA's to run daily	KC	Termly at pupil progress meetings

Develop speech and language according to individual assessments	TA x 5 speech and language groups	Children need to be able to speak fluently to read and write	TJ to run groups	RS	Half termly review of targets by SALT
Enhance pupils ability blend to read / know their sounds	2 x 20 minutes sessions weekly – 12	Based on last year's MA research / improved phonic results / assessment of children	RS/LW	RS	Tracking of sounds
		Total budget	£8,550 daily reading / FFT FFT training /ECAR training £1740 £6,000 pm maths ECAR teacher £36,953 £1000 SALT £54,243		
		Total	£58,643		