

## Highbury Primary Y5/6 Pupil Premium Strategy Statement 2016-17

Total number of pupils Y5	49
Total number of Y6	23
Total number of pupil premium eligible for PP Y5 Y6	27/55% 10/43%
Total PP budget	£155,680 (Whole school budget)

	All	All depth	PP	PP depth	Progress all	Progress PP
Y5 reading	90%	45%	84%	44%	96%	81%
Y5 writing	81%	6%	72%	4%	83%	81%
Y5 maths	75%	35%	75%	25%	85%	71%
Y5 GPS	73%	22%	64%	16%	NA	NA
Y6 reading	85%	35%	75%	25%	90%	78%
Y6 writing	75%	30%	63%	25%	85%	78%
Y6 maths	70%	35%	75%	25%	80%	78%
Y6 GPS	75%	25%	63%	13%	NA	NA

### Summer 2017

	All	All depth	PP	PP depth	Progress all	Progress PP
<b>Y5 reading</b>	86%	45%	84%	40%	100%	100%
<b>Y5 writing</b>	66%	6%	64%	4%	100%	100%
<b>Y5 maths</b>	71%	10%	64%	4%	100%	100%
<b>Y5 GPS</b>	80%	33%	72%	24%	100%	100%
<b>Y6 reading</b>	70%	17%	73%	18%	100%	100%
<b>Y6 writing</b>	74%	13%	64%	18%	100%	100%
<b>Y6 maths</b>	83%	22%	73%	18%	100%	100%
<b>Y6 GPS</b>	78%	26%	73%	27%	100%	100%

### Barriers to future attainment to for pupil premium pupils

In-school barriers	<p>Poor speech and language – lack of correct grammatical constructions / rich vocabulary</p> <p>Poor spelling – specific language difficulties</p> <p>Poor fine motor skills</p> <p>Management of feelings and behaviour – social communication difficulties</p> <p>Moderate learning difficulties – lack of retention of learning</p> <p>Large longitudinal gaps</p>
External barriers	<p>Parental engagement with books</p> <p>Poor home learning environment – lack of talking to children using a good language model</p> <p>Lack of rich and varied experiences</p> <p>Lack of understanding of career paths and the need to meet certain bench marks to progress to specific careers</p>

Desired outcomes		
A	Develop communication and language through reading, T4W and varied experiences	Improved language structures applied to writing
B	Enhance reading opportunities in school and at home	Improved inference and fluency applied to writing and reading comprehension

C	Enhance parental engagement and therefore attendance	Parents understand the importance of home learning especially reading and learning skills such as spelling Improved attendance
D	Enhance fine motor skills and spelling through daily multi-sensory sessions	Spellings and handwriting transferred to writing
F	Enhances pupil aspirations	Pupils have greater concept of the need to study and ways to do this
G	Ensure all children achieve maths outcomes	Maintain current attainment and further close the gap
H	To increase the percentage of pupils achieving age expectation who are also SEND and pupil premium	Y6 achieving age expectations

Planned expenditure					
Quality of teaching for all					
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
Improve teaching of all	Coaching	The best quality first teaching gains the best results	Quality time given Records of coaching sessions	SB	Termly Challenge Partners (March 2016) identified Teaching & Learning as Outstanding.
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 After school clubs School visits and residential visits Themed weeks- cultural reading, enterprise	Application of lessons learnt from 'Challenge the Gap' research last year Impact on Y6 last year	Monthly foci on aspects to ensure great teacher Book monitoring Termly progress meeting Cluster subject meetings	English Team / Challenge the gap team	Termly at pupil progress meetings Book monitoring completed Termly progress meeting completed Cluster subject meetings completed Termly library visits.
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	JJ	High depth in year 5 for reading. Visits and themed weeks provided stimulus for writing and language development. T4W process observed and shown in

					books. Children encouraged to talk in full sentences in maths.
Enhance reading opportunities in home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC Free book rewards Certificates and celebrations with parents Family learning Open afternoons Morning family reading	Analysis of data Observations	Weekly on the bus meeting Regular bench marking	JJ	Termly pupil progress meetings Weekly on the bus meeting Regular bench marking completed Class readers linked to theme. Library trips termly. Modelled texts linked to theme. Continued to reward reading at home. Family reading on a Wednesday morning.
Enhance parental engagement and attendance	Weekly reading sessions in school with children Attendance targets set at TAC meetings Sparkle!- Encourage children to attend	Analysis of data Observation Knowing our families well Previous research	Monitor parental engagement at workshops / family reading sessions / parent's evening / one to one reading	Class teachers	Half termly Parent's evening / one to one reading completed Sharing attendance at parents evening. Attendance stars on zone board for accountability. Sparkle groups for identified children.
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 2 class groups per year per afternoon	Ideas from Mastery Training course – NCTM	Learning walks	JJ	Weekly at planning Termly at pupil progress meetings Maths progress in Y6 was good. + 0.4 against national which was +0.2. PP chn. ARE 73% at Y6 and 64% in Y5.

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	All staff daily	Weekly spelling scores Spelling review termly Multi-sensory embedded across school and shows improvement in spelling. Parents informed of spelling strategies.
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 Aspirational homework. Pupil attitude surveys showed improvement in attitude from beginning of year.
Developing pupil vocabulary	Pre-teach vocabulary Immersion in topic language INSET workshop Speed words in literacy Targeted support in guided reading Talk homework	Children's entry language levels	Observations Reading assessments	SS	Half termly assessments Speed words and topic language seen through book monitoring and learning walks.
Meet end of key stage expectations / good transition to Secondary	Use of TAs for daily AfL feedback to address misconceptions Weekly on the bus meetings Extra teacher ratio				Significant improvement in SATs results. Transition days planned and delivered. Buddies for PP children during SATs.
			Total budgets cost £6,600 Releasing for leaders £20,000 Booster provision		

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	SALT groups delivered based on targets Weekly writing support Reading	Analysis of data Observation SALT assessments	SC to run weekly interventions	SC	Termly at pupil progress meetings

experiences	ambassadors				
Enhance reading opportunities	5 x 20mins 1:1 six children Daily reading x 5 minutes for all PP children Maintaining good level of development in needed. Inference groups	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	TA's to run daily interventions	CS / WF	Termly at pupil progress meetings
Enhance family engagement	Meet parents weekly on a rolling programme Run workshops	Based on prior research run at school last year	Class teachers	SC	See an increase in targeted parent interaction with school
Support for maths	Daily pm intervention to ensure pupils grasp the daily objective or pre-teaching	Strategy gained from training at NCEMT	Class teachers	JJ	On the bus meetings weekly
		Budget	£8,550 daily reading / FFT £6,000 pm maths £1,000 SALT £20,00 targeted support £35,550 £62,150		
		Total	£62,150		