

Highbury Primary Y1 Pupil Premium Strategy Statement 2017-18

Total number of pupils Y1	60	Spring 60
Total number of pupil premium eligible for PP Y1	15/25%	14/60 23%
Total PP budget	£141,240	

	All	All depth	PP	PP depth	In school Gap between Non PP and PP
YR reading	77%	10%	78%	14%	+1%
YR writing	75%	7%	78%	7%	+3%
YR maths	88%	7%	85%	7%	-3%

April 2018 14 children recorded as PP

	All	All depth	PP	Non PP	PP Depth	Non PP depth	In school Gap between Non PP and PP
Y1 reading	54.24%	25.42%	35.71%	60%	21.43%	26.67%	-24.3%
Y1 writing	71.19%	3.39%	57.14%	75.56%	0%	4.44%	-18.4%
Y1 maths	79.66%	16.95%	64.29%	84.44%	21.43%	15.56%	-20.2%
Combined	51%	1.69%	28.57%	57.78%	0%	2.22%	-29.2%

Barriers to future attainment to for pupil premium pupils

In-school barriers		
Poor speech and language – lack of correct grammatical constructions / rich vocabulary Poor spelling – specific language difficulties Poor fine motor skills Management of feelings and behaviour – social communication difficulties		
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		
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
E	Ensure all children achieve phonics outcomes	Maintain current attainment and further close the gap to achieve screening success
F	Development of communication and language to improve vocabulary	Talk Boost

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	Impact	When will your review
Develop communication and language through reading, T4W , Talk Boost and range of first hand experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Themed weeks-cultural reading, enterprise Rich language environment – using talk for writing Encourage children to talk in whole sentences	Data and success rate in Nursery and Reception	Book monitoring Termly progress meeting Cluster subject meetings Talk boost led by Sally Burt	Year 1 <u>Reading</u> Autumn (15) – 6.67% AT 13.33% GD Spring (14)– 14.29% AT 21.43% GD <u>Writing</u> Autumn (15) – 60% AT 6.67% GD Spring (14)– 57.14% AT 0% GD ALL children have made progress on talk boost programme – impact starting to be shown in class	Termly at pupil progress meetings
Enhance reading opportunities at home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC Certificates and celebrations with parents Morning family reading	Analysis of data Observations	Weekly on the bus meeting Regular bench marking Daily reading Paired Reading Daily phonics	Most PP parents attend family reading morning. Families are more confident	Termly pupil progress meetings
Enhance parental engagement and attendance	Weekly reading sessions in school with children Attendance targets set at TAC meetings Sparkle!-	Analysis of data Observation Knowing our families well	Monitor parental engagement at workshops / family reading sessions / parent’s evening	PP attendance Autumn – PP-93.08 Non PP - 96.41 Spring – PP-93.19 Non PP – 96.25	Half termly

			/ one to one reading		
Ensure all children achieve phonics outcomes	Pupils who have not secured sounds to be caught up later in the day to embed	Letters and Sounds scheme	Class Teachers and interventions	Autumn – (15) 20% passed Spring – (14) 33.3%	Weekly at planning
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	Incorporated into phonics Sensory spellings – children achieving in spelling test but not including them in their writing	Weekly spelling scores Spelling review termly
			Total budgets cost : £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	Impact	When will your review
Develop communication 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	weekly checks of targets	Year 1 <u>Reading</u> Autumn (15) – 6.67% AT 13.33% GD Spring (14)– 14.29% AT 21.43% GD <u>Writing</u> Autumn (15) – 60% AT 6.67% GD Spring (14)– 57.14% AT 0% GD ALL children have made progress on talk boost programme – impact starting to be shown in class	Termly at pupil progress meetings
Enhance reading opportunities	Daily reading x 5 minutes for all PP children FFT	Analysis of data Observations Reading for vocabulary and give model for writing	TA's to run daily interventions	Year 1 <u>Reading</u> Autumn (15) – 6.67% AT 13.33% GD Spring (14)– 14.29% AT 21.43% GD	Termly at pupil progress meetings
		Budget			
		Total Budget	£8,550 daily reading / FFT FFT / ECAR training £450 ECAR teacher £36,953 TALK Boost £900		
		Total	£42,703		

Review Spring 2018

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