

Highbury Primary Y1 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y1	60	59
Total number of pupil premium eligible for PP Y1	15/25%	
Total PP budget	£160,300	

End of year R data 2018

July 2018 Summer data	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between Non PP and PP
YR reading	67.74%	9.68%	40%	0%	73.08%	11.54%	-44.6%
YR writing	64.52%	6.45%	40%	0%	69.23%	7.69%	-36.9%
YR maths	85.48%	8.05%	80%	0%	86.54%	9.62%	-16.2%

Autumn term data

15 children recorded as PP

December 2019 Autumn term data	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between All and PP
Y1 reading	44.07%	15.25%	20%	0%	23.27%	20.45%	-39.3%
Y1 writing	50.85%	6.78%	20%	0%	61.36%	9.09%	-37.6%
Y1 maths	66.10%	20.34%	80%	0%	61.36%	27.27%	-6.4%

Spring term

15 children recorded as PP

April 2019 Spring term data	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between All and PP
Y1 reading	65%	28.33%	26.67%	0%	77.78%	31.78%	-38.3%
Y1 writing	63.33%	10%	20%	0%	77.78%	13.33%	-43.3%
Y1 maths	85%	16.67%	80%	0%	86.67%	22.22%	-5%

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 rationale 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	Children have enjoyed and benefited from Talk Boost sessions-improved confidence in answering questions in class discussions Class trips have contributed to vocabulary-more things to talk about enthusiastically	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	Analysis of data Observations	Weekly on the bus meeting Regular benchmarking Daily reading Paired Reading Daily phonics	Benchmarking shows improvement in all children Bus meetings continue to target children	Termly pupil progress meetings

	Certificates and celebrations with parents Morning family reading				
Further develop targeted interventions to remove barriers to learning	Research group exploring how to best support pupils with spelling	Analysis of data Observation	Weekly on the bus meeting Regular book monitoring Daily spellings	Class groups have been rearranged to support LA in Maths and writing.	Weekly at planning
To empower carers to work in partnership with teachers to accelerate progress	Weekly reading sessions in school with children Attendance targets set at TAC meetings Structured conversations	Analysis of data Observation Knowing our families well	Monitor parental engagement at workshops / family reading sessions / Structured conversations / one to one reading	Weds reading mornings are attended by parents Few parents attended Safety meeting Most attended structured conversations	Half termly
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	TA expertise used to target phonic re-takers as well as daily phonics sessions	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	High expectations for handwriting been seen throughout the year group. Class handwriting now being trialled to ensure they apply this to all their writing	Weekly spelling scores Spelling review termly

Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rationale 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	T4W continues to allow children to learn stories and different types of writing	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	PP 1:1 reading by TA and parent volunteers have ensured children are reading more regularly	Termly at pupil progress meetings
Increase love of spelling	Daily sensory spelling sessions Home spellings	Analysis of data Observations Spellings being used in English books	Weekly checks of targets Spelling test scores	Application in writing is starting to show progress	Termly at pupil progress meetings

		Total Budget	Daily reading / FFT £10,000 FFT / training £450 TALK Boost £900 Challenge the gap training £150 Attendance monitoring/ family support £3500 Coaching £5,000 Math interventions £600 Times tables Rockstar £200 Forest School £200
		Total	£21,000

April 2019

Rebecca Smith PP Lead