

## Highbury Primary Y2 Pupil Premium Strategy Statement 2018-19

|  |              |              |
|--|--------------|--------------|
| Total number of pupils Y2                        | 60           | 58           |
| Total number of pupil premium eligible for PP Y1 | 17/60<br>28% | 19/58<br>32% |
| Total PP budget                                  | £160,300     |              |

End of year 1 data 2018

14 children recorded as PP (3 new PP children)

|            | All   | All depth | PP    | Non PP | PP Depth | Non PP depth | In school Gap between Non PP and PP |
|------------|-------|-----------|-------|--------|----------|--------------|-------------------------------------|
| Y1 reading | 75%   | 33%       | 71.4% | 76.1%  | 14.29%   | 39.13%       | -4.7%                               |
| Y1 writing | 73.3% | 8.33%     | 71.4% | 73.9%  | 0%       | 10.87%       | -2.5%                               |
| Y1 maths   | 85%   | 43.3%     | 71.4% | 89.1%  | 21.43%   | 50.00%       | -17.7%                              |
| Combined   | 70%   | 6.67%     | 64.3% | 71.7%  | 10%      | 6.38%        | -7.5%                               |

Autumn term data

19 children recorded as PP

|            | All    | All depth | PP     | Non PP | PP Depth | Non PP depth | In school Gap between All and PP |
|------------|--------|-----------|--------|--------|----------|--------------|----------------------------------|
| Y2 reading | 39.66% | 29.31%    | 31.58% | 43.59% | 31.58%   | 28.21%       | -5.8%                            |
| Y2 writing | 60.34% | 6.90%     | 57.89% | 61.54% | 5.26%    | 7.69%        | -4.1%                            |
| Y2 maths   | 44.83% | 27.85%    | 52.63% | 41.03% | 15.79%   | 33.33%       | -4.0%                            |
| Combined   | 62%    |           | 58%    | 64%    |          |              | -4.2%                            |

Spring term data

18 children recorded as PP

|            | All    | All depth | PP     | Non PP | PP Depth | Non PP depth | In school Gap between All and PP |
|------------|--------|-----------|--------|--------|----------|--------------|----------------------------------|
| Y2 reading | 69.49% | 30.51%    | 55.56% | 75.61% | 27.78%   | 31.71%       | -13.9%                           |
| Y2 writing | 62.71% | 3.39%     | 50%    | 68.29% | 0%       | 4.88%        | -12.7%                           |
| Y2 maths   | 79.66% | 28.81%    | 77.78% | 80.49% | 16.67%   | 34.15%       | -1.9%                            |
| Combined   | 61.02% | 3.39%     | 50%    | 65.85% | 0%       | 4.88%        | -11%                             |

Barriers to future attainment to for pupil premium pupils

|                    |
|--------------------|
| In-school barriers |
|--------------------|

| Poor speech and language – lack of correct grammatical constructions / rich vocabulary<br>Poor spelling – specific language difficulties<br>Poor fine motor skills<br>Management of feelings and behaviour – social communication difficulties |  |   |  |  |                                   |
|--|--|---|--|--|-----------------------------------|
| External barriers  |  |   |  |  |                                   |
| Parental engagement with books<br>Poor home learning environment – lack of talking to children using a good language model<br>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<br>Improved attendance |  |  |                                   |
| D  | Enhance fine motor skills and spelling through daily multi-sensory sessions  | Spellings and <b>handwriting</b> 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<br>Frequent library visits<br>Inspirational trips / visits / enrichment weeks<br>Themed weeks-cultural reading, enterprise<br>Rich language environment – using talk for writing<br>Encourage children to talk in whole sentences | Data and success rate in Nursery and Reception  | Book monitoring<br>Termly progress meeting<br>Cluster subject meetings<br><br>Talk boost led by Sally Burt | Children have enjoyed and benefited from Talk Boost sessions- improved confidence in answering questions in class discussions<br><br>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<br>Weekly access to the school library<br>Dazzle books<br>Class reader<br>ERIC<br>Certificates and celebrations with parents<br>Morning family reading | Analysis of data<br>Observations                             | Weekly on the bus meeting<br>Regular benchmarking<br>Daily reading<br>Paired Reading<br>Daily phonics              | Benchmarking shows improvement in all children<br><br>Bus meetings continue to target children  | Termly pupil progress meetings                   |
| Further develop targeted interventions to remove barriers to learning         | Research group exploring how to best support pupils with spelling  | Analysis of data<br>Observation                              | Weekly on the bus meeting<br>Regular book monitoring<br>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<br>Attendance targets set at TAC meetings<br>Structured conversations  | Analysis of data<br>Observation<br>Knowing our families well | Monitor parental engagement at workshops / family reading sessions / Structured conversations / one to one reading | Weds reading mornings are attended by approx. 10 families<br>Few parents attended SATs meeting and Safety meeting<br>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<br>Homework – spellings<br>Weekly review of spelling<br>CPL for teaching staff<br>Ideas sent out to parents  | Analysis of data of spellings                                | Observations of provision  | Handwriting groups impacted on writing in handwriting books.<br>Class handwriting now being trialled to ensure they apply this to all their writing         | Weekly spelling scores<br>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<br>Weekly writing support<br>Reading ambassadors | Analysis of data<br>Observation<br>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   | Analysis of data<br>Observations                    | TA's to run daily interventions            | PP 1:1 reading by TA and parent volunteers have                                 | Termly at pupil                   |

|                           |   |   |   |  |                                   |
|---------------------------|---|---|---|--|-----------------------------------|
|                           | FFT   | Reading for vocabulary and give model for writing                         |   | ensured children are reading more regularly  | progress meetings                 |
| Increase love of spelling | Daily sensory spelling sessions<br>Home spellings | Analysis of data<br>Observations<br>Spellings being used in English books | Weekly checks of targets<br>Spelling test scores  | Daily spelling and weekly tests continue to have good results<br>Application in writing is slower to show progress | Termly at pupil progress meetings |
|                           |   | Total Budget  | Daily reading / FFT £10,000<br>FFT / training £450<br>TALK Boost £900<br>Challenge the gap training £150<br>Accelerated reader £1500<br>Attendance monitoring/ family support £3500<br>Couching £5,000<br>Math interventions £600<br>Times tables Rockstar £200<br>Forest School £200 |  |                                   |
|                           |   | Total   | £22,500   |  |                                   |

September 2018

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