

Highbury Primary Y5 Pupil Premium Strategy Statement 2017-18

Total number of pupils Y5	61 Spring 58
Total number of pupil premium eligible for PP Y5	20/61 19/58 33% 34.5%
Total PP budget	£141,240 (Whole school budget)

Autumn 2017- Entry

	All	All depth	PP	PP depth	Gaps between Non PP and PP
Y5 reading	86%	29%	80%	25%	-8.3%
Y5 writing	61%	10%	35%	5%	-28%
Y5 maths	75%	14%	65%	15%	-15.2%
Y5 GPS	80%	44%	75%	20%	-23.8%

April 2018

	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between Non PP and PP
Y5 reading	88.14%	45.76%	83.33 %	22.22%	90.24%	56.10%	-11.3%
Y5 writing	76.27%	8.47%	61.12%	5.56%	82.93%	9.76%	-25%
Y5 maths	77.97%	18.64%	72.22%	16.67%	80.49%	19.51%	-12.1%
Y5 combined	67.8%	3.39%	50%	0%	75.61%	4.88%	-28.2%

19 children are recorded as pupil premium

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 Poor self-editing skills
External barriers
Parents ensuring children engaging in sustained reading Poor home learning environment – lack talking to children using a good language model Lack of rich and varied experiences Lack of understanding of career paths and the need to meet certain bench marks to progress to specific careers Some longitudinal gaps in writing – applying GPS to writing

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
C	Enhance parental engagement	Pupils understand the importance of home learning especially reading and learning skills such as spelling
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	Develop communication and language through reading, T4W and varied experiences	Improved language structures applied to writing

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 and varied experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Pupil conferencing After school clubs School visits and residential visits Themed weeks-cultural reading, enterprise Accelerated reader	Application of lessons learnt from Challenge the Gap research	Monthly monitoring foci on aspects to ensure great teaching Book monitoring Termly progress meeting Cluster subject meetings	80 people attended Stargazing evening event. 56/58 pupils attended Milestones visit. All children have an accelerated reader AND Cosham library book in school. Year 5 made profit during Easter Innovation.	Termly
	Rich language environment – using talk for writing Encourage children to talk in whole sentence Vocabulary tests through Accelerated Reader		Weekly on the bus meeting Learning environment checks	Increased engagement with writing and new language. Open access to literacy vocab support is increasing use of better words in writing. Classroom environment checks show all things displayed correctly in both Year 5 classrooms.	Termly pupil progress meetings
Enhance reading opportunities in home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC – Using AR books Free book rewards Certificates and celebrations with parents Family learning	Analysis of data Observations	Weekly on the bus meeting Regular star reading tests and AR quizzes	More children reading at home due to AR quizzes.	Termly pupil progress meetings AR data

	Open afternoons Morning family reading Accelerated Reader programme				
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	Hook day for Kensuke's Kingdom- parents involved in boat race. Parent workshops held for Great Barrier Reef celebration- 20 parents attended. Greek day parent workshop to make Greek vases- good turnout. Mint class have won attendance of the week 2x.	Half termly
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 Live marking in lesson to address misconceptions at point of instruction	Ideas from Mastery Training course – White Rose	Learning walks On the bus meetings for persistent non-achievers	End of Spring Term Maths Attainment: <u>ALL PUPILS</u> GD: 18.6% ARE: 59.3% ARE+: 78% <u>PP</u> GD: 16.7% ARE: 55.6% ARE+: 72.2%	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	End of Spring Term SPAG Attainment: <u>ALL PUPILS</u> GD: 25.4% ARE: 50.8% ARE+: 76.3% <u>PP</u> GD: 11.1% ARE: 44.4% ARE+: 55.6%	Weekly spelling scores Spelling review termly
Enhances pupil aspirations	Collective worship Class PSHE / P4C Class responsibilities Enrichment weeks	Results of challenge the gap Pupil attitude surveys from last year	Pupil attitude survey	Pupil attitude surveys- Majority scores above 50/60.	Pupil attitudes improve termly
Meet end of key stage expectations	Use of TAs for daily AfL feedback to address misconceptions	Analysis of data from last year's pupil progress	On the bus meetings/ professional	<u>End of Spring Term Data (ARE+ for all pupils):</u> Maths- 78% Reading- 88.1% Writing- 76.3%	Termly pupil progress

	Weekly on the bus meetings Pupil conferencing with teacher for writing		discussions as a team daily/ feedback marking/ cluster moderation	GPS- 76.3%	meetings AR data
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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 you review
Develop communication and language and language through reading, T4W and varied experiences	SALT groups delivered based on targets Weekly writing support 1:1 pupil conferencing Reading ambassadors	Analysis of data Observation SALT assessments	TA training in precision teaching and to run weekly interventions	Weekly interventions delivered by TAs and T to support progress- see data above.	Termly at pupil progress meetings
Enhance reading opportunities	Early literacy intervention from reports and tests for identified children Daily reading x 5 minutes for all PP children Maintaining good level of development if needed.	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	TA's to run daily interventions	As a year group, Year 5 are above National in reading. All pupils- 88.1% are ARE or GD.	Termly at pupil progress meetings Early Literacy with identified pupils
Maths catch up	Afternoon revisiting and pre teaching in small groups / 1:1	Strategy gained from NCETM	TA's to run daily	Only happening with class teacher when possible due to staffing issues. Maths time swapped and extended to allow more learning opportunity.	Termly at pupil progress meetings
Improve vocabulary	Immersion week for Theme Pre-teaching vocabulary Speed words	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	Planning Monitoring books Lesson observations	Book monitoring quotes: Spellings picked up and responded to Speed words displayed and used	Termly at pupil progress meetings
		Budget	TA support £6,660 Leadership time: £400 Enrichment: £200		
		Total	£ £7260		

Reviewed By RSmith PP lead