

Pupil Premium Review Statement Y5 2017-18

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|--|--------------------------------|----------------|----------------|
| Total number of pupils Y5 | 61 | 58 | 59 |
| Total number of pupil premium eligible for PP Y5 | 20/61 33% | 19/58 34.5% | 18/59 30.5% |
| 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

July 2018

| | All At | All depth | PP | PP Depth | Non PP | Non PP Depth | Gaps between Non PP and PP |
|--------------------|--------|-----------|---------|----------|--------|--------------|----------------------------|
| Y5 reading | 79.66% | 35.59% | 77.78 % | 27.78% | 80.48% | 39.02% | -2.7% |
| Y5 writing | 76.27% | 11.86% | 72.22% | 0% | 78.05% | 17.07% | -5.8% |
| Y5 maths | 69.49% | 18.64% | 66.67% | 16.67% | 70.73% | 19.51% | -4.1% |
| Y5 combined | 66.1% | 5.08% | 55.6% | 0% | 63.4% | 6.38% | -7.9% |

18 children are recorded as pupil premium

Barriers to future attainment to for pupil premium pupils

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| 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 accelerate 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 | | 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. | Termly pupil progress meetings |

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| | Vocabulary tests through Accelerated Reader | | | Classroom environment checks show all things displayed correctly in both Year 5 classrooms. | |
| 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 Open afternoons Morning family reading Accelerated Reader programme | 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 |
| 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 | Daily planned opportunities Homework – spellings | Analysis of data of spellings | Observations of provision | End of Spring Term SPAG Attainment: <u>ALL PUPILS</u> GD: 25.4% ARE: 50.8% | Weekly spelling scores Spelling |

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|------------------------------------|--|---|---|---|---|
| multi-sensory spelling | Weekly review of spelling CPL for teaching staff Ideas sent out to parents | | | ARE+: 76.3% PP GD: 11.1% ARE: 44.4% ARE+: 55.6% | 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 Weekly on the bus meetings Pupil conferencing with teacher for writing | Analysis of data from last year's pupil progress | On the bus meetings/ professional discussions as a team daily/ feedback marking/ cluster moderation | <u>End of Spring Term Data (ARE+ for all pupils):</u> Maths- 78% Reading- 88.1% Writing- 76.3% GPS- 76.3% | Termly pupil progress meetings AR data |

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 |

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| 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