

Highbury Primary Y5 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y5	52	50
Total number of pupil premium eligible for PP Y4	16/30%	20/40%
Total PP budget	£160,300 (Whole school budget)	

Summer data 16 children are reported as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between Non PP and PP
Y4 reading	90.39%	42.31%	81.25%	94.44%	37.50%	44.44%	-13.2%
Y4 writing	74%	18%	62.5%	79.41%	6.25%	23.53%	-16.9%
Y4 maths	73.08%	30.77%	62.5%	77.78%	18.75%	36.11%	-15.3%
Combined	82%	14%	50%	76.5%	15.38%	13.51%	-26.5%

Autumn Data

20 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and PP
Y5 reading	42%	42%	40%	43.33%	40%	43.33%	-4%
Y5 writing	54%	14%	45%	60%	5%	20%	-18%
Y5 maths	42%	30%	35%	46.67%	25%	33.33%	-12%
Combined	64%		45%	77%			-19%

Spring Data

20 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and PP
Y5 reading	86.27%	45.10%	90%	83.87%	40%	48.39%	+3.7%
Y5 writing	68.83%	19.61%	50%	80.65%	10%	25.81%	-18.6%
Y5 maths	76.47%	33.33%	65%	83.87%	30%	35.48%	-11.5%
Combined	68.63%	15.59%	50%	80.65%	10%	19.35%	-18.6%

Barriers to future attainment to for pupil premium pupils

In-school barriers
Poor speech and language – lack of correct grammatical constructions / rich vocabulary
Poor comprehension – lack of rich vocabulary
Poor spelling – specific language difficulties
Poor fine motor skills
Management of feelings and behaviour – social communication difficulties
Moderate learning difficulties – lack of retention of learning
Large longitudinal gaps
External barriers

Parental engagement with books leading to poor comprehension and with homework leading to reduced consolidation 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	
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	To increase the percentage of pupils achieving age expectation who are also SEND and pupil premium			Y4 achieving age expectations	
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 you review
Improve teaching of all	Coaching	The best quality first teaching gains the best results	Quality time given Records of coaching sessions	Chn are having quality teaching and are engaged in lessons	Termly
Develop communication and language through reading, T4W and varied experiences	Rich diet of books offered at the right level – through accelerated reader Frequent library visits Inspirational trips / visits / enrichment weeks Pupil conferencing After school clubs School visits and residential visits Themed weeks-cultural reading, enterprise	Application of lessons learnt from 'Challenge the Gap' research last year Impact on Y6 last year	Monthly foci on aspects to ensure great teacher Book monitoring Termly progress meeting Monitoring accelerated reader Cluster subject meetings	Chn are completing more AR quizzes and reading attainment has improved.	Termly at pupil progress meetings
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	Children's use of language within their writing has improved and there is an improved understanding	

				of more complex language	
Enhance reading opportunities in home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC Free book rewards when children meet targets. Class reading target for rewards Certificates and celebrations with parents Family learning Open afternoons Morning family reading	Analysis of data Observations	Weekly on the bus meeting Regular bench marking	Chn are completing more AR quizzes and reading attainment has improved.	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 Observation	Weekly on the bus meeting Regular book monitoring Daily spellings	Interventions have been carefully selected and chn are closing their specific gaps in learning	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 Sparkle!- Encourage children to attend Forest school sessions Work 1:1 with target families Structured conversations	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	Parents still do not access Wednesday reading sessions.	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 chn selected from marking Live marking to address misconceptions as they happen	Ideas from Mastery Training course – NCTM	Learning walks	Chn are being re taught areas of misconception and are able to retain the information for longer. Chn still need to cover all areas of maths regularly	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	Spelling interventions are targeting children at a	Weekly spelling scores Spelling

multi-sensory spelling	Weekly review of spelling Ideas sent out to parents			lower level so spellings of HF words have improved. Daily handwriting intervention is improving handwriting.	review termly
Meet end of key stage expectations	Use of TAs for daily AfL feedback to address misconceptions Weekly on the bus meetings			Reading has been met. Writing and maths have increased but are still not at national	
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 you 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	TAs to run weekly interventions	Children's use of language within their writing has improved and there is an improved understanding of more complex language	Termly at pupil progress meetings
Enhance reading opportunities	5 x 20mins 1:1 six children Daily reading x 5 minutes for all PP children Maintaining good level of development in needed. Inference groups	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	TA's to run daily interventions	Chn are completing more AR quizzes and reading attainment has improved.	Termly at pupil progress meetings
Enhance family engagement and attendance	Meet parents weekly on a rolling programme Run workshops	Based on prior research run at school last year	Class teachers	N/A	See an increase in targeted parent interaction with school
Support for maths	Daily pm intervention to ensure pupils grasp the daily objective or pre-teaching	Strategy gained from training at NCEMT	Class teachers	Both interventions have seen a rise in children's arithmetic score – focus reasoning for Summer	On the bus meetings weekly

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	Spelling is still a weakness for PP chn. Interventions for Summer have been organised.	Termly at pupil progress meetings
		Budget	Daily reading / FFT £8,550 Family support and attendance £3500 SALT £600 Challenge the Gap £150 Top up trips £1000 Leadership time £2000 Precision spelling £600 Coaching £5,000 Math interventions £600 Times tables Rockstar £200 Accelerated reader £1500 Forest School £200		
		Total	£23,900		

Reviews by RSmith PP lead