

Highbury Primary Y6 Pupil Premium Strategy Statement 2017-18

Total number of pupils Y6	46	48
Total number of pupil premium eligible for PP Y5	22/46 48%	22/48 45%
Total PP budget	£141,240 (Whole school budget)	

Autumn 2017- Entry

	All	All depth	PP	PP depth	Gap between Non PP and PP
Y5 reading	86%	29%	80%	25%	-6
Y5 writing	61%	10%	35%	5%	-26
Y5 maths	75%	14%	65%	15%	-20
Y5 GPS	80%	44%	75%	20%	-5

April 2018

	All	All depth	PP	PP Depth	Non PP	Non PP depth	Gap between Non PP and PP
Y6 reading	87.5%	39.58%	91.30%	39.13%	84%	40%	+6.3
Y6 writing	81.25%	10.42%	82.61%	4.35%	80%	16%	+1
Y6 maths	79.17%	27.08%	82.61%	21.74%	76%	32%	+4.9
Y6 Combined	79.16%	8.33%	81.82%	0%	76.92%	15.38%	+4.9

Pupil premium children are out performing non pupil premium children

22 children 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 /poor concentration/longitudinal gaps in their learning Some longitudinal gaps in writing – applying GPS to writing Mobility issues – children joining in Year 6
External barriers
Parents ensuring children engaging in sustained reading from a range of material 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 Stability of home life

Desired outcomes		
A	Develop communication and language through reading, T4W and varied experiences	Improved language structures applied to spoken language and writing
B	Enhance reading opportunities in school and at home	Improved inference and fluency applied to writing

C	Enhance parental engagement through structured conversations	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 using precision teaching	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 using conferencing	Improved language structures applied to writing with conferencing as a strategy

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 curriculum weeks Accelerated reader Sparkle Purposeful homework	Application of lessons learnt from Challenge the Gap research	Monthly monitoring foci on aspects to ensure great teaching Book monitoring Termly progress meeting Structured conversations Highbury University opportunities Sparkle group Cluster subject meetings	<u>Year 6</u> <u>Reading</u> Autumn (22) – 40.91% AT 50% GD Spring (22)– 54.55% AT 36.36% GD <u>Writing</u> Autumn (22) – 77.27% AT 4.55% GD Spring (22)– 81.82% AT 0% GD Children want to read and therefore want to write. Children want to discover more.	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 Monitoring of progress of Accelerated Reader	All children talk in full sentences. Children are corrected if not grammatical correct. CT have discussion about grammar.	Termly pupil progress meetings
Enhance reading opportunities at home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader	Analysis of data Observations	Weekly on the bus meeting Regular star reading tests and AR quizzes	Families are more confident to support children reading at home. Use of structured conversations has	Termly pupil progress meetings AR data

	ERIC – Using AR books Free book rewards Certificates and celebrations with parents Family learning Open afternoons Morning family reading Accelerated Reader programme Reading Bus Curriculum reading opportunities Homework tasks			built positive relationships to encourage reading at home.	
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	PP attendance Autumn – PP-93.08 Non PP - 96.41 Spring – PP-93.19 Non PP – 96.25	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 Live marking in lesson to address misconceptions at point of instruction Support in homework club	Ideas from Mastery Training course – White Rose	Learning walks On the bus meetings for persistent non-achievers	<u>Maths</u> Autumn (22) – 72.73% AT 9.09% GD Spring (22)– 63.64% AT 18.18% GD Due to extra staff children have made good progress as more targets to individual's needs.	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	Incorporated into phonics Sensory spellings – children achieving in spelling test but not including them in their writing	Weekly spelling scores Spelling review termly
Enhances pupil aspirations	Transition work Collective worship Class PSHE / P4C Class responsibilities Enrichment weeks	Results of challenge the gap Pupil attitude surveys from last year	Pupil attitude survey	Children understand why they have to come to school.	Pupil attitudes improve termly
Meet end of key stage expectations	Use of TAs for daily AfL feedback to	Analysis of data from last year's	On the bus meetings/ professional	<u>Year 6 Reading</u>	Termly pupil

	address misconceptions Weekly on the bus meetings Pupil conferencing with teacher for writing	pupil progress	discussions as a team daily/ feedback marking/ cluster moderation	Autumn (22) – 40.91% AT 50% GD Spring (22)– 54.55% AT 36.36% GD <u>Writing</u> Autumn (22) – 77.27% AT 4.55% GD Spring (22)– 81.82% AT 0% GD <u>Maths</u> Autumn (22) – 72.73% AT 9.09% GD Spring (22)– 63.64% AT 18.18% GD	progress 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 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	<u>Writing</u> Autumn (22) – 77.27% AT 4.55% GD Spring (22)– 81.82% AT 0% GD 1:1 conferencing books and feedback showed increased progress and better understanding of misconceptions	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 enhancement of vocabulary and give model for writing	TA's to run daily interventions	<u>Reading</u> Autumn (22) – 40.91% AT 50% GD Spring (22)– 54.55% AT 36.36% 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	<u>Maths</u> Autumn (22) – 72.73% AT 9.09% GD Spring (22)– 63.64% AT 18.18% GD	Termly at pupil progress meetings
Improve vocabulary	Immersion week for Theme Pre-teaching vocabulary Speed words with visual images	Analysis of data Observations Reading biggest enhancement of vocabulary and give model for writing	Planning Monitoring books Lesson observations	Fully immersive environments have engaged children's imaginations and made them proud of their classrooms	Termly at pupil progress meetings
		Budget	TA support £6,660 Leadership time: £400 Enrichment: £200		
		Total	£ £7260		

Reviewed by R Smith PP lead