

Highbury Primary Y6 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y6	59
Total number of pupil premium eligible for PP Y6	18/59 30.5%
Total PP budget	£160,300 (Whole school budget)

End of Summer Data 2018 18 children are recorded as pupil premium

	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%

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		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		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 Open afternoons Morning family reading Accelerated Reader programme	Analysis of data Observations	Weekly on the bus meeting Regular star reading tests and 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		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		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		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 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		Termly pupil progress meetings AR data

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		Weekly at planning
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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 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		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		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		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		Termly at pupil progress meetings
Increase love of spelling	Daily sensory spelling sessions Home spellings	Analysis of data Observations	Weekly checks of targets		Termly at pupil progress meetings

		Spellings being used in English books	Spelling test scores		
		Budget	Daily reading / FFT £8,550 Family support and attendance £3500 SALT £600 Challenge the Gap £150 Top up trips £1000 Leadership time £5000 Precision spelling £600 Coaching £5,000 Math interventions £600 Times tables Rockstar £200 Accelerated reader £1500 Forest School £200		
		Total	£26,900		

September 2018 Review 2019

Reviewed By RSmith PP lead