

Highbury Primary Y6 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y6	59	59
Total number of pupil premium eligible for PP Y6	18/59 30.5%	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%

Autumn term data

18 children recorded as PP

	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between All and PP
Y6 reading	44.07%	40.68%	50%	27.78%	41.46%	46.34%	-7%
Y6 writing	66.10%	16.95%	72.22%	11.11%	63.41%	19.51%	+0.3%
Y6 maths	52.54%	20.34%	50%	53.66%	11.11%	24.39%	-11.8%
Y6 combined	68%		61%		71%		-6.7%

Spring Data

18 children recorded as PP

	All At	All depth	PP	PP Depth	Non PP	Non PP Depth	Gaps between All and PP
Y6 reading	87.72%	29.82%	88.89%	16.67%	87.18%	35.90%	+1.2%
Y6 writing	82.46%	22.81%	77.78%	16.67%	84.62 %	25.64%	-4.7%
Y6 maths	71.93%	19.30%	66.67%	5.56%	74.36%	25.64%	-5.3%
Y6 combined	66.67%	14.04%	61.11%	5.56%	69.23%	17.95	-5.6%

Barriers to future attainment to for pupil premium pupils

In-school barriers
Poor speech and language – lack of correct grammatical constructions / rich vocabulary
Poor 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	Children's reading is improving along with the enthusiasm to read. Children are implementing language taught within lessons into their own independent writing. Pupil conferencing is allowing children to identify where their mistakes/weaknesses are and how to improve these. Spring: Children are excited by new vocabulary and are keen to use this in their writing. Retaining the language learned is still a difficulty for a lot of our PP children so they are provided with word mats in order to promote memory.	Termly
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting Learning environment checks		Termly pupil progress meetings

	Vocabulary tests through Accelerated Reader				
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	Children who do not read at home are read with daily – this is meaning that they are completing books and therefore reading quizzes and their attainment is improving. More children are reaching their reading targets and receiving books rewards. Spring: Gaps are closing due to daily reading input. There have also been targeted reading interventions with PP chn. who were struggling. This had a focus on inference but also practise SATs questions to reduce anxieties around the tests.	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	Structured conversations have had a massive impact on children's learning as well as attitudes and behaviours. Parents have commented that they like the fact we spend more time focused on their child and develop long term targets together, which are reviewed every term. Spring: Parents attended a SATs evening, with almost all families attending a session. This enabled them to purchase revision guides to support children, reduce their own anxieties about the upcoming SATs which then enabled them to support their children through the process and give them additional support for revision.	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	Ideas from Mastery Training course – White Rose	Learning walks On the bus meetings for persistent non-achievers	Children developing a confidence with maths vocab and starting to understand how to best answer questions. Pre teaching vocab has had a massive impact on this	Weekly at planning Termly at pupil progress meetings

	2 class groups per year per afternoon Live marking in lesson to address misconceptions at point of instruction			Spring: Maths was identified as an area to work on so the children now do morning maths practise in addition to main lessons and fluency in the afternoon. Some PP children also received additional intervention with Mrs Brady on targeted gaps from previous year groups or as identified by class teachers. This has enabled gaps to close significantly for these children.	
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	Personalised spelling books are meaning that children are more proficient in spelling common misconception words. 1:1 conferencing increasing confidence with spelling in English lessons. Spring: Children are more proficient in using a dictionary to support their spellings. Children have also been doing handwriting practise linked to spellings in order to develop fine motor skills. To develop fine motor skills further, children have been trying out which pen works best for them and using a preferred writing tool including, special hand mould pens, bios and handwriting pens.	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	Children have shared what they would like be to when they grow up. A range of trips and visitors have engaged and motivated children to understand what they would like be when they grow up. Spring: Children are beginning to think about moving on to secondary school and are motivated by next steps in their lives.	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	Analysis of data from last year's pupil progress	On the bus meetings/ professional discussions as a team	All staff in year 6 know who they are targeting to achieve ARE and GD at the end of the year. SATs buddies are being set up to ensure children feel	Termly pupil progress meetings AR data

	Pupil conferencing with teacher for writing		daily/ feedback marking/ cluster moderation	confidence and at ease with the test situation. Spring: SATs buddies have been implemented and have shown a positive impact on the practise test scores of those children accessing this. Writing has been moderated with the Academy schools, cluster moderation (CLJS and SJS) and with other Portsmouth schools who agreed our judgements. In the lead up to SATs, children have been split into targeted GD and 2x ARE groups to ensure maximum progress and targeted lessons take place.	
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	Pupils are showing a confidence with all their learning. Book monitoring shows interventions are being completed regularly ensuring that children who did not understand the work catch up with their learning. Spring: To ensure greater impact in lead up to SATs, rather than individual interventions, the children have been split into targeted groups of 20 chn and 2 adults. Daily reading, pre-teaching, 1:1 in class support is also continuing.	Weekly at planning

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	Language used independently within writing has greatly improved. Spring: Children are applying new language but need to now work on grammatical structures.	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	Daily reading is allowing children to complete books and therefore reading quizzes and their attainment is improving. Spring: Children reading straight after lunch and share a class reader straight after morning break which is led by an adult as a role model.	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	Daily children are identified for consolidation meaning that children are prepared for the next lesson and not left behind. GD maths groups developing confidence with how to solve reasoning problems Spring: Children now split two ways- targeted GD and WT/ARE. With targeted support happening increasingly more during lesson time.	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	Children using and understanding a wider range of vocabulary Spring: Children more independent in finding meaning of new vocabulary and making inferences based on rest of text they have read.	Termly at pupil progress meetings
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	Increase knowledge of spellings Children starting to use these in their writing Spring: Starting to see more evidence of this in the editing process and spelling tests.	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 £5000 Precision spelling £600 Couching £5,000		

			Math interventions £600 Times tables Rockstar £200 Accelerated reader £1500 Forest School £200
		Total	£26,900

RSmith PP lead

Reviewed By **LChaplen** Year 6 teacher 6/5/19