

Highbury Primary Y2 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y2	60	58
Total number of pupil premium eligible for PP Y1	17/60 28%	19/58 32%
Total PP budget	£160,300	

End of year 1 data 2018

14 children recorded as PP (3 new PP children)

	All	All depth	PP	Non PP	PP Depth	Non PP depth	In school Gap between Non PP and PP
Y1 reading	75%	33%	71.4%	76.1%	14.29%	39.13%	-4.7%
Y1 writing	73.3%	8.33%	71.4%	73.9%	0%	10.87%	-2.5%
Y1 maths	85%	43.3%	71.4%	89.1%	21.43%	50.00%	-17.7%
Combined	70%	6.67%	64.3%	71.7%	10%	6.38%	-7.5%

Autumn term data

19 children recorded as PP

	All	All depth	PP	Non PP	PP Depth	Non PP depth	In school Gap between All and PP
Y2 reading	39.66%	29.31%	31.58%	43.59%	31.58%	28.21%	-5.8%
Y2 writing	60.34%	6.90%	57.89%	61.54%	5.26%	7.69%	-4.1%
Y2 maths	44.83%	27.85%	52.63%	41.03%	15.79%	33.33%	-4.0%
Combined	62%		58%	64%			-4.2%

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	
External barriers	
Parental engagement with books 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
E	Ensure all children achieve phonics outcomes	Maintain current attainment and further close the gap to achieve screening success
F	Development of communication and language to improve vocabulary	Talk Boost

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 your review
Develop communication and language through reading, T4W , Talk Boost and range of first hand experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Themed weeks- cultural reading, enterprise Rich language environment – using talk for writing Encourage children to talk in whole sentences	Data and success rate in Nursery and Reception	Book monitoring Termly progress meeting Cluster subject meetings Talk boost led by Sally Burt	Talk Boost has built confidence in those selected children to talk in class more. Library visits are met with enthusiasm	Termly at pupil progress meetings
Enhance reading opportunities at home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC Certificates and celebrations with parents Morning family reading	Analysis of data Observations	Weekly on the bus meeting Regular bench marking Daily reading Paired Reading Daily phonics	Accelerated Reader programme is beginning to take hold in Year 2 but children still need to read their books and then take their quizzes when ready more frequently Library visits and box of class library books for all to access has encouraged a greater range of reading. Paired reading with year 1 has been met with enthusiasm and	Termly pupil progress meetings

				will continue more regularly	
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	FFT and interventions are increasing children's confidence in reading	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 Structured conversations	Analysis of data Observation Knowing our families well	Monitor parental engagement at workshops / family reading sessions / Structured conversations / one to one reading	FFT and interventions are increasing children's confidence in reading	Half termly
Ensure all children achieve phonics outcomes	Pupils who have not secured sounds to be caught up later in the day to embed	Letters and Sounds scheme	Class Teachers and interventions	Daily phonics and small group sounding and blending activities continue to encourage children to read using phonic techniques in order to achieve their good re-take mark in May.	Weekly at planning
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	Morning spelling and handwriting interventions have empowered children to use a varied vocabulary more confidently	Weekly spelling scores Spelling review termly

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 your 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	weekly checks of targets	T4W continues to engage children in stories, some they have never heard of.	Termly at pupil progress meetings
Enhance reading opportunities	Daily reading x 5 minutes for all PP children FFT	Analysis of data Observations Reading for vocabulary and give model for writing	TA's to run daily interventions	Parent helpers and TA's have increased time spent reading with children and discussing their books giving them more value with their books	Termly at pupil progress meetings
Increase love of spelling	Daily sensory spelling sessions Home spellings	Analysis of data Observations	Weekly checks of targets	Spelling test scores improving over time this year so far with morning	Termly at pupil

		Spellings being used in English books	Spelling test scores	spellings and weekly tests.	progress meetings
		Total Budget	Daily reading / FFT £10,000 FFT / training £450 TALK Boost £900 Challenge the gap training £150 Accelerated reader £1500 Attendance monitoring/ family support £3500 Couching £5,000 Math interventions £600 Times tables Rockstar £200 Forest School £200		
		Total	£22,500		

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