

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data

Current Year 4 cohort

At the end of their year 2 – Pupil premium pupils ARE Combined 6%, Reading – 25%, Writing 13%, Maths 19%

At the end of year 3 – Pupil premium pupils ARE Combined 29%

Reading 40%, Writing 30%, Maths 30%

Whole School Data

Autumn 2022 – 2023 Disadvantaged pupils ARE **Writing** – KS1 13%, KS2 47%, Year 1 – 53%, Year 3- 47% Year 4 – 44% Year 5 – 42%

Autumn 2023-2024 Disadvantaged pupils ARE **Writing** – Year 1 – 55%, Year 2 – 44%, Year 3 - 35%, Year 4 – 25%, Year 5 – 47%, Year 6 – 50%

Autumn 2022 – 2023 Disadvantaged pupils ARE **Maths** – KS1 19% KS2 58 % Year 1 – 60% Year 3 – 59% Year 4 – 50% Year 5 – 58%

Autumn 2023 – 2024 Disadvantaged pupils **Maths** – Year 1- 64%, Year 2 – 63%, Year 3 – 35%, Year 4 29%, Year 5 – 68%, Year 6 – 50%

Phonics

End of year 2021 – 2022 Disadvantage pupils **Phonics** NCY1 - 42% NCY2 – 14%

End of year 2022 – 2023 Disadvantage pupils **Phonics** NCY1 – 58% NCY2 – 71%

Teaching

Effective professional development of staff in High quality teaching using the EEF 5-a-day approach alongside effective diagnostic assessment and effective professional development mechanisms.

As a result of a carefully planned programme of professional development for staff during staff meetings and INSET days, quality first teaching is evident across the school. Internal monitoring and monitoring by external visitors have been positive throughout the school. High quality teaching can be seen across the school. Some teaching has been identified to show cases to visiting teachers from other schools. Areas of development have been identified and addressed. Monitoring of teaching and provision of high quality teaching for all children is ongoing. Positive effects can be seen in summative data outcomes.

To further embed the systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. Training of Reading lead in Little Wandle (SSP) and purchase of additional teaching resources

Teaching of phonics is secure across year R, 1 and 2. Phonic interventions also take place for children in older year groups. Phonic attainment is systematically tracked through regular assessment point in time. The Reading lead is supported by the English Hub who regularly visit to monitor the teaching and our fidelity to the Little

Wandle scheme. Teachers receive feedback and attend further training. The result of this can be seen in improved phonics outcomes for both disadvantaged children and non-disadvantaged children in both year 1 and year 2 retakes.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Supported by Maths Hub Mastery specialist

EEF recommendations have been used to steer the maths teaching across the school. Learning walks have shown that there is a consistent approach to the teaching of maths across the school. The new maths lead is attending the Sustaining teaching for maths mastery work group through the Solent Maths Hub as part of her professional development. A new approach to maths planning has been implemented which is based upon deepening the subject knowledge of teachers and has shown to have a positive effect on the year groups which have adopted this so far. Small steps and more specific objectives are enabling children to have a greater understanding of the concepts. Over the next term this will continue to be implemented across all year groups.

Professional development of all staff following a review of the Highbury approach to writing to include recommendations from EEF improving literacy KS1/2 and coaching from English specialist teacher.

As a result of a review of writing in the Summer term of Highbury's approach to writing. Changes have been made to the writing policy to address areas of development. The new approach has been in place throughout the Autumn term. This is ongoing and the initial impact has shown a positive impact on the children's writing in books, however longer is needed to see impact on outcomes

Targeted Academic Support

Additional structured phonics sessions targeted at disadvantaged pupils who require further phonics support.

These will be delivered by school staff who are trained in the delivery and assessment of the Little Wandle programme.

Additional phonics sessions have taken place across the year, led by our learning mentor. Children have been closely assessed and tracked. Both keep up and catch up sessions have taken place. This has contributed to the positive impact on phonics outcomes in both year 1 and year 2 (retakes). Also as a result of these interventions, children across the school have passed phase 5 phonics and then been able to access our accelerated reader scheme.

Development of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Talk Boost)

Talk boost has continued to take place for identified children in year R including those who are disadvantaged. This intervention did not begin at the beginning of the academic year due to the need for staff to be trained and having the capacity of staff to deliver. This did take place from the Summer term and has begun in the Autumn term of this academic year. Outcome data has shown accelerated progress of all children who have attended the programme.

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.

(Priority year groups Year 3 and Year 6.)

The academic mentor was employed last academic year and from Autumn 2 delivered core subject lessons to identified children in year 3 during the morning. (Target year group last academic year). During the afternoon he delivered interventions to identified children in year 6. This was specific and targeted support based upon assessment data and children's individual barriers. The outcomes for end of key stage 2 maths shows the positive impact of this as at the end of year 5 50% of children achieved ARE in maths, whereas at the end of year 6 the cohort achieved 63% achieved ARE. The gap in attainment between disadvantaged at Highbury and non -disadvantaged nationally reduced from 20% to 11% in Maths

Wider Strategies

Whole school training on behaviour management including the development of a new behaviour policy.

The behavior policy has been reviewed and amended in order to ensure a consistent approach to behavior in school and to reflect the school's commitment to relational practice. Head teacher and Deputy have attended a relational practice cluster group with 4 other local schools in order to strategically plan the development of relational practice in school. Inclusion lead and KS2 phase lead have attended a 3 day practical course in relational practice. The implementation of this approach is planned and ongoing with all members of the school community will undertake training in this across the year. Practices will be monitored, reviewed and refined to ensure a consistent approach.

Improve the quality of social and emotional (SEL) learning and behaviour for all through targeted ELSA provision

ELSA timetabled to support identified children across the school. This included individual sessions, small group sessions alongside drop in sessions as needed. There was a positive impact from all of the children's baseline ELSA questionnaire to their exit questionnaire apart from 2 children across the school.(These case will be further considered). ELSA also facilitated lunch club which as a result identified children were able to attend a structured and supportive session in which they were able to eat their lunch and therefore were more regulated and successful during lunchtime play. Incidents at lunchtimes were reduced therefore impacting less upon afternoon learning.

Embed principles of good practice for improving school attendance

This will involve training and release time for staff to develop and implement new procedures to improve attendance and appointment of an attendance assistant

Clear procedures and protocols are in place to address attendance issues. Attendance assistant is robust in her procedures to ensure any absences are checked and followed up. Portsmouth Local Authority procedures are followed and Med 1 and Med 2 letters issued when required. Whole school attendance is mostly 95% and above. This is an ongoing approach and will continue to be monitored to ensure attendance. Specific support has been given to those with particularly low attendance including home visits, parental support, incentives, celebrations and meetings within school. This support will continue to be ongoing.

Subscribe to Portsmouth school's library service to promote a love of reading across the school

The range and quality of books the children now have access to have significantly improved. Topic books are also supplied for every topic which are high quality and accessible to all. These are rotated for each topic therefore children are often seeing a varying selection of books in their classrooms. Children are motivated to read more and complete their accelerated reader quizzes as they have a wider selection of books. The library service have donated books to the school which has further increased the stock of books. The library service supported the reorganisation of the library which has become an inviting and welcoming learning space. Through contact with the service the year 5 children have attended the Portsmouth Book Awards and year 1 have also participated in this. Year 6 children also took part in the Big Read where every year 6 was given their own copy of a book. The book was read at school and formed a focus for transition into their Secondary schools.