

PUPIL PREMIUM STRATEGY STATEMENT

Highbury Primary School



REVIEW: AIMS AND OUTCOMES of 2019-2020

Due to Covid-19 many aims from last academic year were not fully developed or embedded. These will be incorporated into the strategy for 20-21.

Aim	Outcome (based on February evaluation)
<p>To improve phonics provision so that children's achievements are at least in line with National standards. (Year 1 and year 2 retake).</p>	<p>48% of year 1 children were likely to pass based on December phonics screening. 61% of which are boys and 40% girls.</p> <p>83% of year 2 children expected to retake phonics were likely to pass based on December phonics screening.</p> <p>Monitoring internal and external evidences good and better phonic teaching and learning.</p> <p>Changes to phonic delivery and structure in EYFS linked to memorable experiences has had a positive impact in the engagement of teaching and learning phonics.</p> <p>Phonics progression document in place for year R and KS1.</p>
<p>To improve outcomes for pupil premium children in reading and writing by the end of EYFS/KS1. This will be measured by the EYFS/KS1 outcomes for pupil premium children.</p>	<p>CP review (Oct 2019) commented 'the new headteacher and senior leaders' renewed vigour and determination are driving the emerging improvements in outcomes for disadvantaged pupils. However, Autumn term data reports that disadvantaged children make less progress than their non-disadvantaged peers in every subject.</p> <p>Autumn term data also reports that girls make better progress than boys in reading and writing. There is little difference in mathematics.</p> <p>Handwriting/cursive script has been introduced in year R and implemented consistently across the school. As a result, there has been significant progress across year groups/individuals.</p> <p>Target: Review pupil premium spend</p> <p>The quality of provision for disabled pupils and those who have special educational needs (SEND) has improved markedly as a result of leaders' clear identification of pupils' needs and the actions taken. The SENCO delivers weekly TA training and has high expectations of the achievement of pupils with additional needs. (see SEND gov report – 7.2.20).</p> <p>Half termly pupil progress meetings identify all pupils with a specific focus on disadvantaged pupils. Intervention timetables are in place, including additional reading for those targeted.</p>
<p>To address pupils' individualised and specific learning</p>	<p>4.2.20-Feedback from Trust English specialist evidences in the most recent learning walk 'There was a clear focus on discussing vocabulary across all classes'. Theme 's' planning -3.2.20. Planned in time during CPL for year groups to work alongside SLT to plan their theme for the</p>

<p>needs in reading in addition to quality first teaching.</p> <p>To continue to develop and accelerate the quality of the children's oral language and range of vocabulary from a low starting point.</p> <p>To improve the children's language skills/speaking and listening.</p> <p>Provide specialist CPD/ support in working with children in order to deliver effective therapy support.</p>	<p>next half term. Book looks in CPL have evidenced the increasing use of a range of vocabulary linked to the theme and expected vocabulary for specific year groups. Staff have responded positively to the changes in reading: whole class approach and using a range of texts in response to each week's theme. (Again, evidenced in the 4.2.20 report). Reading texts have been reviewed and gaps in the range have been identified.</p> <p>There is greater evidence across the school of specific subject vocabulary being used-it includes academic words in tier 2. (26.2.20).</p> <p>Target: New books to be purchased to fill the gaps which have been identified.</p> <p>Unfortunately, this training did not take place due to school closing to the majority of pupils and COVID restrictions.</p>
<p>To improve outcomes for pupil premium children in reading and maths by end of KS2.</p>	<p>Due to the Covid-19 Pandemic a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for next academic year.</p> <p>Review in February 2020- Attainment is stronger in reading and mathematics across the school. In-year progress is strongest in mathematics. Autumn term pupil information reports that boys' attainment is lower than girls', particularly in reading and writing. There is a very small difference in mathematics. Disadvantaged children attain lower than their non-disadvantaged peers in every subject. This is particularly the case in Y3 2020.</p> <p>4.2.20-Feedback from Trust English specialist evidenced aspects of good practice such as the focus of pupils in a Y5 class, the building of connections to prior knowledge and developing world knowledge in a Y3 class, finding specific parts of the text in a Y4 class, and tackling a challenging text in a Y1 class.</p> <p>It was also acknowledged that books were well-kept and well-organised. Pupils wrote thoughtful and clear answers, and all work was marked.</p> <p>External reading advisor (Trust) confirmed progress seen across whole school with more progressive approach to reading skills in KS2. Phonics development in place reflected well in lessons.</p> <p>Autumn pupil information reports that attainment in Y6 reading is stronger than last year and that attainment is stronger in reading and mathematics across the school. Reading has high priority in the school. The texts children take home are now matched to the letters and sounds phases.</p>

	<p>Those children who have been identified as working towards in reading and where phonics is a barrier, have been screened.</p> <p>Fluency in maths baseline collated by KS2 staff. Target: Now need to do the same fluency test to measure progress from starting point.</p> <p>KS2 timestables rockstars fully embedded. Numbots (IT scheme) recently introduced to KS1 children. (end of Jan 2020) Target: TA training to be delivered by maths Lead.</p>
<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Behaviour policy has been updated and is now in line with the school's ambitions for behaviour.</p> <p>Recognition board reviewed and no longer required.</p> <p>IBP's for individuals have been written, often alongside the HT or SENDCO and shared with parents. These are reviewed on a 3-weekly cycle.</p> <p>PACE training – INSET- 24.2.20 delivered and understood by all. Change in culture in the way staff support pupils.</p> <p>Target: Review IBPs. Use, sharing with parents. Consider 3-week cycle for review. Is this realistic?</p> <p>Restorative training delivered to lunchtime supervisory assistants.</p> <p>The Educational Psychologist (EP) ran assessments and ensured that the correct provision was put in place by advising SENCO, and class teacher by providing a comprehensive report and ongoing support. This resulted in children receiving an EHCP and 2 children attending specialist provisions.</p>
<p>To raise pupils' awareness of their local culture and the wider world (Cultural capital)</p>	<p>Cultural capital documents for each year group has been shared, reviewed and adapted-CPL.</p> <p>Target: Review cultural capital at the end of the academic year to feedback successes and improvements.</p> <p>Highbury passport (Citizenship award has been reviewed, adapted and is ready to be launched). Passport activities have been chosen for each year group-progression.</p> <p>Target: To share this regularly within whole school assemblies to continue to keep the profile high.</p>
<p>Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further improve attendance.</p>	<p>HT holds attendance/lateness meetings with targeted pupils/parents. Regular review of attendance with a specific focus on disadvantaged compared to non-disadvantaged as well as year groups/individual classes.</p> <p>Importance of school attendance promoted through newsletter.</p> <p>Target: Embed weekly attendance celebration</p>

<p>To identify the unmet health need or the challenges to having the child in school due to health reasons.</p>	<p>Targeted Health Interviews with School Nurse, parent/young person and school staff if needed. These were targeted at children who were on track to being persistent absentees for health reasons. The aim was to identify the unmet health need or the challenges to having the child in school due to health reasons. Unfortunately, this did not have the intended impact we had hoped for and will not be continuing this support in 2020/21.</p>
<p>Nurture provision carefully planned to meet the individual needs of the children.</p> <p>Tailored individual support improves the self-esteem and confidence of pupils.</p>	<p>Well established nurture provision for KS1 and KS2 continues to improve practice. Monitoring by SENDCO and MABSS lead teacher advisor highlights the progress made in the provision. Children are supported, cared for and have success.</p> <p>The role of the pupil support worker is effective. Pupils and families access this support confidently. Targeted support is identified and put in place.</p> <p>Children's progress is reported to staff (paper copies).</p> <p>Pupil and family support lead works closely with Nurture team and provides 1:1 support which is timetabled in. Boxall profiles evidences improvement across key areas for individuals. Individual children are more successful in school, they attend regularly and have shown greater engagement.</p> <p>Target: Continue to improve the Nest provision and the nurture environment.</p> <p>Target: Invite parents in to have a regular update of what is happening and how the children are progressing. Consider a short nurture report for parents</p>
<p>Continue to develop parents as partners to support their child/ren and by increasing parental engagement with the school through targeted events..</p> <p>Support learner's parents to resolve a range of issues that are creating barriers to their child's learning.</p>	<p>Positive impact of the early help work and meeting parents to discuss issues and problems and running friendship group sessions. This included developing links with family learning and hosting workshops for our Year R families.</p> <p>An increasing number of parents attended events/activities where they got to work with their children or see the 'share our learning' sessions.</p> <p>The focus on incorporating information learning workshops with the opportunity to work alongside their children was more successful and the feedback from parents were very positive.</p>