

# Pupil premium strategy statement (primary)

1. Summary information					
School	Highbury quadrant Primary School				
Academic Year	2017-2018	Total PP budget	£250,060	Date of most recent PP Review	October 2017
Total number of pupils	393	Number of pupils eligible for PP	200	Date for next internal review of this strategy	July 18

2. Current attainment –KS 2 Results			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	31/41 42%		40%
% making progress in reading	31/41 52%		50%
% making progress in writing	31/41 81%		50%
% making progress in maths	31/41 65%		60%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school,</i> )	
A.	Pupil Premium children have low entry points in the Prime areas when they join the school in the Early Years.
B.	Supporting pupils with learning and expectations at home.
C.	Poor learning behaviour is an issue for some of our PP children especially for a small group in year 5 and 1. This is having a detrimental effect on their academic progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Highbury Quadrant has a higher proportion of PA pupils than the Islington primary average. Absence (general rates PP-6.3% compared to Islington 5.8%) is high.
F.	Circumstances out of school have an impact on the pupil's social and emotional wellbeing in school, which affects learning behaviours that support independent learning. For many PP children social and emotional experiences are not as varied/ or as broad as per non-PP children. In addition PP children are more likely deal with challenging home and in some instances families have not had positive experiences of school themselves and such perceptions can be hard to overcome. Some families and pupils (predominantly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with the school.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p><b>A.</b></p>	<p>Early identification of needs ensures PP pupils receive targeted support to make rapid progress through the age bands in the EYFS.</p> <p>To develop characteristics of effective learning through promotion of positive learning behaviours and independent learning.</p> <p>To focus on the prime areas of learning for a term.</p> <p>To raise family aspirations for their children and, where possible for themselves.</p>	<p>The gap between PP and non-PP pupils is narrowed.</p> <p>PP children to start demonstrating positive learning behaviours, respond positively to support, have a positive attitude and do not rely on the input of adults until they attempted independent completion.</p> <p>PP children, staff and families have the same aspirational expectations about their academic prospects.</p>
<p><b>B.</b></p>	<p>Regular information sent home by class teachers, curriculum maps at the beginning of term and updates on the website. Children encouraged to use access learning at home via on line resources. Extra comprehension activities provided for practise at home in some classes where required.</p>	<p>Children actively engaged in their learning and keen to work at home.</p> <p>100% engagement with homework and home learning (online).</p>
<p><b>C.</b></p>	<p>Confident learners who are able to meet a challenge. They are able to express their views and evaluate their own progress and learning.</p> <p>Good Pupil's learning behaviours are embedded across the school and this is evident in written work.</p>	<p>Pupil interviews and learning walks show continuous improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods.</p> <p>PP pupil's books show improved presentation and productivity.</p>
<p><b>D.</b></p>	<p>PP pupils with Higher Prior Attainment make better progress in the core subjects in KS2</p>	<p>More PP pupils make progress by KS2 SATs and exceed ARE.</p>
<p><b>E.</b></p>	<p>To improve attendance of all PP children.</p> <p>To improve punctuality of all PP children.</p>	<p>Reduced number of persistent absentees among pupils eligible for PP.</p> <p>Attendance for PP children is inline or better than national %.</p> <p>To improve persistent absence and thereby reduce EWO involvement.</p>
<p><b>F.</b></p>	<p><b>Support for families and pupils.</b></p> <p>Restructure the Inclusion provision at HQ: Develop a team with the skills and training to support the needs of the pupils and families in school</p> <p>To provide increased opportunities for identified PP children to explore and express their feelings and emotions through emotional literacy and social skills sessions.</p> <p>To provide support for families through support meetings, language courses and parent presentations.</p>	<p>All PP families to attend parent/ teacher meetings.</p> <p>Strengthening of home/ school relationships with a shared approach to overcoming barriers, rather than an excuse culture.</p> <p>Increased participation of PP families with school events/presentations.</p>

	Increased communication skills of PP children enabling them to socialise more effectively, resolve issues and express their own emotions and concerns.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2017/2018</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead /When will you review implementation?</b>	<b>Evaluation uses data from Summer term 2018 Summary outcomes: July 2018 : completed with publication of national data in Autumn 2018</b>
A. An Early identification of needs ensures PP pupils receive targeted support to make rapid progress through the age bands in the EYFS.	EY practitioners allocated to PP children to work with identified children on skills they are lacking. E.g. providing greater adult child interactions, small group activities to focus on Prime areas, building relationships with parents/carers to offer advice.	Closing the 'gap' early better prepares children for KS1. Early Excellence models of good practice advocate the best support for younger children is to provide greater access to well trained adults who can provide daily intervention to correct children's misconceptions	EY Practitioner to work under EY Phase Leader's direction. Identified children will be monitored through assessment data and robust PPR system. Practitioner will have PP progress linked to PMR cycle. Coaching and mentoring system in	Class teachers/ SLT	The gap between Pupil Premium and not Pupil Premium was closed : Difference on -16.7% in 2017 to difference of +2.7% in 2018

			place to ensure good practice.		
Cost: £24,225					
	<p>EYFS phase leader and Yr 1 teacher to receive Early Excellence training / EY Leader to attend 'Embedding, Developing and Evaluating: Action Research Project - with Julie Fisher' and Yr 1 teacher to attend 'Striving for Excellence: Year 1 Project.'</p>	<p>Practitioners will have up-to-date EY specific training on supporting children's need through the continuous provision. EYFS project will focus on a aspect of Well-being and Involvement. To embed this into daily practise.</p> <p>Y1 – to establish good transition systems focusing on a continuous provision, 'Developing an Effective Learning Environment,' 'Developing an Effective Framework for Planning,' and 'Developing Rich Opportunities for Literacy &amp; Mathematics.'</p>	<p>EY Phase Leader to oversee CPD provision and ensure all members of EY team receive appropriate training</p>	<p>EYFS leader SLT /INSET Monday meeting</p>	<p>-Classroom observations show that the well-being and involvement of children has increased significantly. Practitioners have improved their daily interactions to achieve this impact. This was observed in lessons.</p> <p>- 2018 data shows that:</p> <ul style="list-style-type: none"> <li>73.7% PPG children met age related expectations compared to 69% in 2017.</li> </ul>
Cost: £2,800					
	<p>Improve outdoor learning environment to widen curriculum experiences.</p>	<p>Early Excellence model ensures all children access engaging learning environment which</p>	<p>EY Phase Leader to ensure the area is designed to meet the needs of the</p>	<p>EY leader</p>	<p>Resources were bought to improve the outdoor learning environment. This is an area for continues investment.</p> <p>Significant support from the Highbury Green Team (Volunteer Parents) has made a big impact.</p>

		offers appropriate challenge.	EYFS and is maintained. EY Phase leader to train team on engaging children in new areas.		
Cost: £5,000					
	Speech and Language training by Speech and Language Therapist	Many of our PP children typically have low language and oracy skills and are not able to articulate effectively. The training is aimed at developing investigative skills and critical thinking which will provide greater opportunities for increasing communication and language skills development which are necessary: when children are articulate they are able to develop reading / writing more easily.	EY and SENCO to liaise with Speech and Language therapist and organise training and implementation	EYFS SENCO	The speech therapist and TA's have both been invaluable for the pupil premium pupils that they have worked with. Their reports have identified the progress pupils have made and teachers have observed improvement in pupil's confidence, self-esteem and oral skills. We are therefore deciding on training more support staff to work with our younger pupils in Early Years. Support staff will be able to use her work with smaller groups of pp funded pupils.  72% OF Language therapy case load in early Years qualify for PPG. 100% of this group made good progress.
B Accurate teaching based on robust assessment	Assessment Coordinator: Data is used to accurately identify individual pupils'	2017 results show the performance of disadvantaged pupils, in school, in reading, writing and maths is	<ul style="list-style-type: none"> <li>Tracking system</li> <li>Pupil progress meetings</li> <li>IPat</li> </ul>	SLT /Half-termly	Pupil Progress Meetings took place every fortnight for Yr2 and 6 after school and for the rest of the school in the mornings before school. This helped to regularly track and monitor both attainment and progress being made in different groups including PPG.

<p>Pupil Premium data compares favourably to national data. Pupils make good or better progress from their starting points in reading, writing and maths</p>	<p>needs, their progress is reviewed at regular intervals and any underperformance is quickly addressed, with intervention strategies put in place.</p>	<p>similar to or better than 'other' pupils nationally.</p>			<p><b>Assessment Coordinator</b> Data is used to identify individual pupils' needs, their progress is reviewed at regular intervals and any underperformance is quickly addressed, with intervention strategies put in place.</p> <p>Year 6 Sats Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>Reading <a href="#">Explore data in detail</a></th> <th>Writing <a href="#">Explore data in detail</a></th> <th>Maths <a href="#">Explore data in detail</a></th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils ? Confidence interval ?</td> <td><b>0.48</b> -1.6 to 2.6</td> <td><b>2.80</b> 0.8 to 4.8</td> <td><b>1.20</b> -0.7 to 3.1</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>32</td> <td>33</td> <td>32</td> </tr> <tr> <td>Disadvantaged pupils with adjusted score</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>National average for non-disadvantaged pupils ?</td> <td>0.31</td> <td>0.24</td> <td>0.31</td> </tr> </tbody> </table>		Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>	Progress score for disadvantaged pupils ? Confidence interval ?	<b>0.48</b> -1.6 to 2.6	<b>2.80</b> 0.8 to 4.8	<b>1.20</b> -0.7 to 3.1	Number of disadvantaged pupils	32	33	32	Disadvantaged pupils with adjusted score	0	0	0	National average for non-disadvantaged pupils ?	0.31	0.24	0.31
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Cost: £35,504

<p>To Improve teaching and curriculum offer in order to raise standards in reading.</p> <p>To purchase <b>Destination Reader</b> –All KS2 teachers to be trained on Destination Reader. An</p>	<p>Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p>	<p>These strategies aim to improve reading by focusing on the understanding of text and involve a number of techniques. These include inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; using questioning strategies; and</p>	<p>Training by EC for all KS2 teachers and support staff. Example Flip charts created for staff to use. EC to model sample lessons. Interventions to be set within the lesson.</p>	<p>EC/ Termly: Launch : Jan 2018 April 2018</p>	<p>We will continue with this approach next year because we believe that it has provided children specific reading challenges and has supported our most vulnerable pupils in school. Destination Reader has built in personalisation to allow children to make rapid progress in learning. In Most year groups gaps are narrowing between PPG and Non PPG children.</p> <table border="1"> <thead> <tr> <th colspan="9">Pupil Premium Update: Progress Summer to Autumn 2018</th> </tr> <tr> <th></th> <th>N</th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP Reading</td> <td></td> <td>68</td> <td>70</td> <td>61</td> <td>65</td> <td>57</td> <td>72</td> <td>60</td> </tr> <tr> <td>Non PP Reading</td> <td></td> <td>69</td> <td>80</td> <td>48</td> <td>77</td> <td>88</td> <td>41</td> <td>55</td> </tr> </tbody> </table>	Pupil Premium Update: Progress Summer to Autumn 2018										N	R	Y1	Y2	Y3	Y4	Y5	Y6	PP Reading		68	70	61	65	57	72	60	Non PP Reading		69	80	48	77	88	41	55
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approach to teaching reading in KS2.		learners monitoring their own comprehension and identifying difficulties themselves. Research has found it is particularly effective with pupils aged 8+ who are lagging behind with their reading.			
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Cost: £2,500

To purchase Accelerated Reader so that frequency of reading at home is improved.	Students whose reading age is holding them back in accessing all of the curriculum receive effective interventions that accelerate their improvements in reading both at school and at home.	Evidence shows accelerated reading progress for pupils who access this intervention in school and at home. In Key Stage 2 number of children substantially below chronological age in reading reduced substantially.	Star Reading Assessment will give a reading age and a book level. From the assessments, children will be able to access the correct reading levels. Children will do comprehension quizzes for all of the books they read. This is monitored regularly by the class teacher.	SLT EC All class teachers TA's/ Reading attainment at the beginning and end of the intervention.	Continue to use the Accelerated Reading Programme as this is having a positive impact on Reading progress and attainment for Pupil Premium pupils. More teacher training will be required due to staff changes.
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	N	R	Y1	Y2	Y3	Y4	Y5	Y6
PP Reading		68	70	61	65	57	72	60
Non PP Reading		69	80	48	77	88	41	55

Cost: £2,490

<p>Children are able to access good quality resources at home to practise skills and teachers are able to set online maths homework (Mathletics)</p>	<p>We subscribe to Mathletics and the children can access their accounts at home to practise skills and do extra homework</p>	<p>Parents ask for extra support for their children and we find that a large number of children enjoy taking part in Mathletics at home.</p>	<p>Teachers to check pupil involvement and set activities in class to engage interest.</p>	<p>MC /Trial launch spring –Yr 6  Whole school – Summer term ‘18</p>	<p>We were able to trial out Mathletics for year 6 and year 2. We are now exploring other avenues like ‘Doodle Maths.’</p>
<p>C. Improved Behaviour, especially in years 1 &amp; 5</p>	<p>Targeted support for individual staff, and groups of staff teaching the same students with identified behavioural needs</p>	<p>The majority of behaviour incidents are logged by a minority of teachers, and involve a minority of children. These teachers will be supported through training and coaching as appropriate. Initial success in adopting a common approach by all staff teaching key students (e.g. common lining up order, indicates that expansion of these practices will further improve behaviour.</p>	<p>Six-week support programme for identified staff. Reports to HT Rigorous monitoring of behaviour incidents. Reports to SLT.</p>	<p>SLT/ Half term</p>	<p><b>Student Support</b> Provide social and emotional support, behaviour support and booster sessions for year 5.</p> <p>Outreach team – New River college came to audit and give further advice and strategies for year 1.</p> <p>Extra teacher hired to support the children in year 5.</p> <p><b>Parent Support</b> Focus on targeted pupils and individual families and provide advice and support</p> <p>No of behaviour incidents logged decreased substantially by the end of the year. Children supported resulting in:</p> <ul style="list-style-type: none"> <li>• improved attendance;</li> <li>• reduced lateness; improved behaviour at school and increased some parental involvement.</li> </ul>
<p>Cost: £6,600</p>					

D. PP pupils with Higher Prior Attainment make better progress in the core subjects in KS2.

AH to train all new teachers and develop / oversee system of CPD for all staff in identifying, tracking and monitoring PP HPA children.

All teachers to have ownership of identifying HPA PP children and track the progress they are making. How are they being challenged? Once identified as a group, teachers should be able to target support.

AH will monitor HPA group through termly data / PPR system and share key messages with SLT / teachers

SLT/ Half termly data analysis. PPR

Outcome:

- 50% of Higher attaining PPG achieved the higher standard at the end of year 6.

Breakdown of PPG

Key stage 2 reading, writing and maths by pupil group ?					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National benchmark ?	School %	National benchmark ?
<b>All pupils</b>	35	51	-	11	-
Male ?	16	38	-	0	-
Female ?	19	63	-	21	-
SEN with statement or EHC plan ?	0	N/A	-	N/A	-
SEN support ?	8	38	-	25	-
No SEN ?	27	56	-	7	-
Non-mobile ?	32	53	-	13	-
English first language ?	17	59	-	12	-
English additional language ?	18	44	-	11	-
<b>Prior attainment</b>					
Low overall ?	6	17	-	17	-
Middle overall ?	21	48	-	0	-
High overall ?	6	100	-	50	-

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<p><b>E Attendance</b> Rate of persistent absence for PP pupils is reduced</p>	<p>Identify PP pupils with low attendance / PA and invite parents/carers in to discuss potential barriers with member of SLT / EY staff or the HSSW. Ensure attendance is a SIP priority.</p>	<p>Breaking down barriers to enable children to come to school: internal data demonstrates that pupils with low attendance or PA make slower progress and are more likely to be low attaining irrespective of ability. 'Hard to reach' families need individual, personalised support mechanisms.</p>	<p>Attendance figures monitored weekly at SLT – staff informed of PP pupils with low attendance. School responds to barriers as appropriate offering a range of support: e.g. free breakfast club to PP children, EWO collects children from their homes, EWO AND attendance officer calls parents when</p>	<p>EWO Attendance officer SLT Termly</p>	<p>Attendance is monitored on a daily basis, reasons for absence are recorded and parents are contacted to offer support and advice. Letters are issued and the EWO is contacted if persistent absence continues.</p> <p><b>2018</b> PA- <b>25/46 (54.3%)</b> children were persistently absent</p> <p><b>2017</b> <b>54%</b> of PA pupils were Pupil Premium.</p>																								

			PP children absent to offer support in children returning to school.		
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Cost: £3,900

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead /When will you review implementation?	Evaluation uses data from Summer term 2018 Summary outcomes: July 2018 to be completed with publication of national data in Autumn 2018														
Restructured support staff and inclusion team leads to more effective intervention for individual children, families and groups.  Attendance Targets Sept 17 – July 18 Whole School: 96% Disadvantaged: 95% Dis Persistent Abs: 4%  End of Key stage	Design and implement structure to support school aims for progress and attainment: this is to include a DSL and Attendance lead	It is not strategically sustainable for the HT to remain as DSL. The school needs alongside national legislation mean that title will be more effective for the school to appoint a DSL.  The school will benefit from having a designated person to work with families and the EWO to improve attendance and impact on pastoral care needs in the school community.	<ul style="list-style-type: none"> <li>• Termly Report</li> <li>• Annual Report</li> <li>• Pastoral Meetings</li> <li>• Feedback from pupils/parents</li> </ul>	SLT Termly	<p>The structure of the new team has enabled to support progress and attainment. The school now has a designated EWO and DSL and this model will continue next academic year.</p> <p>Attendance 2017-18</p> <table border="1"> <tr> <td>Total PA Pupils</td> <td>46 (10 were in Reception and 6 were in Year 6, now left)</td> </tr> <tr> <td>Pupil Premium</td> <td>25</td> </tr> <tr> <td>One Off Illness/One off term time holiday</td> <td>12 (6-illness 6-term time holiday)</td> </tr> <tr> <td>PA Pupils with significant health problems</td> <td>5</td> </tr> <tr> <td>School Refusers</td> <td>1</td> </tr> <tr> <td>Early Help offered/involved (eg Families First) and/or Children's Services involved</td> <td>22</td> </tr> <tr> <td>EWO actively involved</td> <td>22</td> </tr> </table>	Total PA Pupils	46 (10 were in Reception and 6 were in Year 6, now left)	Pupil Premium	25	One Off Illness/One off term time holiday	12 (6-illness 6-term time holiday)	PA Pupils with significant health problems	5	School Refusers	1	Early Help offered/involved (eg Families First) and/or Children's Services involved	22	EWO actively involved	22
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<p>2 targets:</p> <p>Reading 74% Writing 72% Maths 72%</p> <p><b>Social and Emotional Learning</b> Teachers report an improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods</p>	<p>Provide a CAMHS service to pupils, teachers and their parents. Pupils referred are identified by self-referral, teacher feedback or parents requesting additional support. An educational psychologist supports staff with classroom practise to support pupils with emotional difficulties.</p> <p>Provide additional support to improve behaviour of individual children in year 1.</p>	<p>CAMHS – to aim for significant impact on attitudes to learning, social relationships in school and attainment – Children’s improvement in their mental health could be reducing their barriers to learning.</p>			<table border="1" data-bbox="1332 103 2190 411"> <tr> <td>PA pupils who left in-year</td> <td>5</td> </tr> <tr> <td>PA pupils 2016-17 no longer PA 2017-18</td> <td>6</td> </tr> <tr> <td>Reception PA Pupils (statutory at 5 years 3 months , see table below)</td> <td>10</td> </tr> <tr> <td>Other unusual circumstances (eg withdrawn from education by parent)</td> <td>5 JKK, RT, CR,JM,AI</td> </tr> </table> <ul style="list-style-type: none"> <li>CAMHS provision has demonstrated to have an extremely positive impact on those Pupil Premium pupils with Social, Emotional and Mental Health needs.</li> <li>1:1 counselling to both parents and children has had a significant impact on the reduction of exclusions over the academic year 2017-18.</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>11/13 (85%) pupils excluded in 2017-2018 were Pupil Premium.</li> </ul> <p>However: OFSTED June 2018 noted that fixed-term exclusions have significantly reduced, and are now below the national average for this year. Leaders are determined to maintain this upward trend</p>	PA pupils who left in-year	5	PA pupils 2016-17 no longer PA 2017-18	6	Reception PA Pupils (statutory at 5 years 3 months , see table below)	10	Other unusual circumstances (eg withdrawn from education by parent)	5 JKK, RT, CR,JM,AI
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Reception PA Pupils (statutory at 5 years 3 months , see table below)	10												
Other unusual circumstances (eg withdrawn from education by parent)	5 JKK, RT, CR,JM,AI												

<p>1Additional support from both Assistant Heads in year 6.</p> <p>Teaching and Learning in house training by AH</p>	<p>Robust assessment and gap analysis ensure interventions are focused for pupils entitled to Pupil Premium. Training to develop even more effective quality first teaching.</p> <p>Assessment coordinator uses data to drive interventions and enrichment activities to ensure that all pupils have access to additional services where needed. Part of this is to identify gaps and ensure targeted support is in place. In conjunction with the AHT and Inclusion Manager, plan for a wide range of intervention programmes i.e. catch up etc.</p>	<p>18 children targeted for achieving the expected level in Reading and Maths at the end of year 6. All of them are PP-100%.</p>	<p>Action plan- Identifying the gaps in English and Maths.</p> <p><b>Fortnightly-</b></p> <p>Yr 6 strategy meeting.</p> <p><b>Weekly-</b></p> <p>1 hour Booster session for English and Maths.</p>	<p>SLT</p> <p>Yr 6 teachers</p> <p>Yr 6 TA's Half termly.</p>	<p>Reading- 50% of the 10 targeted PP pupils met age related expectations in reading.</p> <p>Maths- 66% of the 12 targeted PP pupils met age related expectations in reading.</p> <table border="1" data-bbox="1330 389 1944 727"> <thead> <tr> <th>PP-Yr 6</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Expected Combined + (R,W,M)</td> <td>35%</td> <td>37%</td> <td>32%</td> <td>51%</td> </tr> <tr> <td>Expected R +</td> <td>41%</td> <td>37%</td> <td>55%</td> <td>60%</td> </tr> <tr> <td>Higher R+</td> <td>9%</td> <td>11%</td> <td>16%</td> <td>26%</td> </tr> <tr> <td>Expected W +</td> <td>91%</td> <td>78%</td> <td>81%</td> <td>71%</td> </tr> <tr> <td>Higher W+</td> <td>18%</td> <td>0%</td> <td>19%</td> <td>29% +</td> </tr> <tr> <td>Expected M +</td> <td>71%</td> <td>70%</td> <td>65%</td> <td>66%</td> </tr> <tr> <td>Higher M+</td> <td>3%</td> <td>22%</td> <td>10%</td> <td>17%</td> </tr> </tbody> </table> <ul data-bbox="1375 807 2159 983" style="list-style-type: none"> <li>• More PP children performing at a higher level in R &amp;W.</li> <li>• Significant increase in the number of children performing at a higher level in writing than in 2017.</li> <li>• Slight increase in the number of PP children performing at an expected level than in 2017.</li> </ul>	PP-Yr 6	2015	2016	2017	2018	Expected Combined + (R,W,M)	35%	37%	32%	51%	Expected R +	41%	37%	55%	60%	Higher R+	9%	11%	16%	26%	Expected W +	91%	78%	81%	71%	Higher W+	18%	0%	19%	29% +	Expected M +	71%	70%	65%	66%	Higher M+	3%	22%	10%	17%
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					Highbury Quadrant 2018 - % at Above expected level for Pupil Premium breakdown							
					Pupil Premium	cohort #s	Reading		Writing		Mathematics	
							% Above expected:		% Above expected:		% Above expected:	
							school	LBI	school	LBI	school	LBI
					All School	46	26.1	27.2	28.3	18.9	32.6	26.0
					Pupil Premium	22	18.2	16.7	18.2	10.8	22.7	17.1
					Not Pupil Premium	24	33.3	34.0	37.5	24.2	41.7	31.8
					Pupil Premium Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a
	School to provide HPA PP Maths booster for identified children.	Some PP children's families often lack the skills needed to support and extend children's learning or offer enrichment activities linked to the subject. The club will provide opportunity for children from different year groups to come together to engage in problem solving activities. The club will promote enjoyment and interest in the subject and raise PP children's aspirations.	A morning booster is delivered by an experienced year 6 teacher and is aimed at challenging the more able children in year 6. Teacher will keep records of activities and contribute to the assessment of the children.	SLT Yr 6 teacher /SLT weekly meeting- Yr 6  IPAT- analysis termly.	This model will adapted and used again next year as 100% of pupils in the Maths booster achieved the higher level in Maths. This is a slight increase from last year.							
					PP-Yr 6	2015	2016	2017	2018			
					Higher M+	3%	22%	10%	17%			
	To develop the role of the Inclusion manager who will ensue HPA PP children are monitored and have appropriate provision in place.	To monitor and ensure PP children receive appropriate learning opportunities and access to enrichment. Enrichment to include: access to a wide range of sports clubs, educational visits (e.g.	VP / More Able Leader to monitor  Progress and attainment of PP HPA group.	Inclusion Manager SLT weekly meeting-Yr2 and 6  IPAT- analysis termly.	PP children were identified and in groups, accessed; More Able were given extra booster sessions in school. Music lessons were provided and subsided places for PP pupils going to the hub. Breakfast club places for those with low attendance Range of sports clubs Every PP child was able to access at least one extra-curricular club.							

		to experience corporate work-life, aspirational visitors/ authors like Joshua Davidson, contributing to the local community – Mother tongue Language day, Arsenal),			All educational visits were subsidised for PP children and PP children in Years 3, 4 and 5 were able to participate in a residential visit
Rate of persistent absence for PP pupils is reduced.	Identify 'hard to reach' PP children with low attendance / PA and invite them to join 'Breakfast Club' as an incentive to improve attendance and engage in school.	PP pupils with low attainment often feel unable to meet demands of curriculum which leads to them not wanting to come to school. Breakfast club will offer an incentive to want to be in school earlier. It will also offer opportunities to learn life skills some PP children lack (e.g. preparing balanced meals, social skills)	To keep records of club activities. Attendance officer will monitor progress of pupils in club and their weekly attendance. Attendance officer will discuss attendances with club children and be the person who does 'first day calling' to establish a clear relationship between school and home.	Attendance officer SLT	Even though breakfast club was offered as an incentive to children with low attendance and those who came in late. The initiative wasn't taken up. We will be promoting this again this academic year and encouraging parents to bring their children earlier.
Cost					

iii. Other approaches					Evaluation uses data from Summer term 2018 Summary outcomes: July 2018 to be completed with publication of national data in Autumn 2018
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/When will you review implementation?	
A. An Early identification of needs ensures PP pupils receive targeted support to make rapid progress through the age bands in the EYFS.	PP/vulnerable Parent invited in class to have a look at Learning Journey's and make additional contributions offered	Building relationships with parents/carers enables school professionals to offer support at home. Parents have access to outside support not otherwise sought, e.g. access to school nurse, EWO, Speech and Language therapist, CAMHS, and EWO.	EY Phase Leader to meet with AH each half term to plan surgeries.	EY lead /Half Termly	GLD was 65.5%. Gap between PP and non-PP had reduced.  The gap between Pupil Premium and not Pupil Premium was closed (on par 68% versus 69%).  The impact of the strategy was effective on the whole cohort as the GLD had been higher than LA (HQ-68.4/ LA -60.4) though this is provisional until national figures are available.  The approach will continue in 2018-19 as we have allocated a trained/experienced EY practitioner to PP children in the EYFS. All members of the EYFS team have received internal training from Early Excellence and the LA. We feel it is important to continue to offer a rolling programme of CPD to ensure practitioners' skills are current and appropriate to the children. We feel there is a direct link between the quality of teaching and the quality of CPD.  We know that the outdoor and indoor environments needs reviewing in order to open wider opportunities for PD activities as we found PP children have less control over their fine and gross motor skills. This will be added to the strategy for next year.
B. Rate of persistent absence for PP pupils is reduced.	Trial with Yr 6-AH to develop, then implement a buddy system for vulnerable PP children (including those with low attendance / PA or at risk of poor attendance) are	Vulnerable PP pupils often need to feel an adult in their lives has an interest in them. The adults will be of varying roles within the school and aim to seek the child/ren they are allocated on at least a weekly basis to 'check in' with them	Inclusion Manager will meet with buddies once per month to discuss the well-being of children in the scheme. Their attendance will also be monitored.	AHT Identified staff Half term	The 'buddy' system was trialled out in year 6 and had a huge impact on the vulnerable PP pupils. The adults were of varying roles within the school and aimed to meet the pupils allocated to them for ten -15 minutes per week to 'check in' with them and show interest in their lives. Children felt more confident in talking about how they were getting on, what was worrying them, whether they were arriving to school and booster groups on time, discussion around their attendance and showing off their work. This approach will definitely continue next academic year as we identified progress and emotional well-being of vulnerable children.

	allocated an in-school 'buddy' who will spend 10 minutes monitoring the children's well-being covertly and informally.	and show interest in their lives. The buddy system has been successful in Hackney schools in measuring the progress and emotional well-being of vulnerable children.			
C. challenging behaviour in Year5/1 addressed.	<p>Behaviour audit to be organised for the whole school by Pivotal and Outreach.</p> <p>Ready, Respectful, Safe Induction and whole staff training to ensure continued consistent focus on Ready, Respectful, Safe.</p> <p>Strategies and next steps to be put in place.</p> <p>Use 1:1 support worker to engage with behaviour</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	In response to behaviour audit, Ready, Respectful safe was introduced to improve behaviour. A disproportionately high percentage of pupils with poor behaviour (including those at risk of permanent exclusion), especially in years 1 and 5, are eligible for PP. Consolidating this approach will help all pupils, but specifically those eligible for PP more than most.	<p>Training for all staff. Pivotal training for all staff.</p> <p>Monitoring of behaviour incidents by time, location and children to assess impact and inform application of support.</p> <p>Fortnightly monitoring of increases in achievement and decrease in behaviour incidents for pupils eligible for PP and others.</p>	SLT INSET- October	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Stronger consistency in the way that staff manage the behaviour of PP/PDG eligible students.</li> <li>• An increase in learning time for PP eligible students due to a reduction in removals from class and better attendance.</li> <li>• Improved relationships between PP pupils and the adults they work with.</li> <li>• A clear, common language around anger and how to deal with it.</li> <li>• School data shows increase in attainment for PP eligible learners in more than one subject area.</li> <li>• Staff are better at separating and addressing learning, mental health and behaviour issues.</li> </ul>

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**6. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)