

## Year Six Pupil Premium Case Study

There are a high number with learning needs and their data through school has highlighted the fact that they are a vulnerable group. Taking this into account the group are taught English and maths in the morning. As they are still following the old curriculum, they follow the unit plans and materials from NRICH and materials from a local Maths specialist to develop number and reasoning.

They are read with more than three times a week and some pupils are heard to read daily. The purchase of high quality books for guided reading has been a really positive addition. In writing they are given opportunities to use the scaffold developed by Alan Peat, a well-respected Literacy expert with word games, quick writes and regular vocabulary work. SPAG work occurs each week in regular slots and there is a daily spelling focus. Marking and feedback have been very important in building a learning dialogue and involving the children more directly in self-assessment and enabling them to identify the next steps in their learning.

A great deal of time and energy has been put into building the confidence of all the learners and trying to diminish aspects of closed mind-set that some of the children clearly have. They have become more confident speakers and interact more easily with each other. They can talk more confidently about their improvements, which has helped them all to make some good progress.

Child A was only just a 2a at key stage one. They have really matured and grown in confidence, by embracing the very positive ethos of the classroom. The introduction of a weekly Maths club has been very popular with the whole cohort. Child A has attended regularly and enjoys the variety of problem solving activities, which is developing their skills of using and applying Maths skills and knowledge in a wide variety of context. They need higher level questioning and use of level 5 SATs materials. Use of NRICH materials has been brilliant, as they have developed their reasoning, often finding solutions very quickly and confidently. We will use Bond materials, which will provide greater challenge and improve speed and accuracy of calculations.

In reading, child A has performed consistently, showing a good level of understanding of inferential questions. With encouragement, they are reading an excellent range of books, with a higher level of challenge. The purchase of high quality reading books has created a real buzz for reading. Frequent word challenges and games have resulted in a growing vocabulary and sophisticated sentence structures.

In writing, they need to be challenged with a wider range of sentence openers. Once again, using a well-known range of sentence types, has built familiarity and confidence. They need continuous smaller group session to work on using more sophisticated punctuation. There will be extensive use of editing to improve. Being really familiar with the level expectations will ensure that these features will be exemplified in longer extended writing in both fiction and non-fiction texts.

Providing opportunities for the children to attend a residential has been very significant in building resilience and self-belief. Being a Catholic school, we have had the opportunity to attend a very successful Mission day, which once again, focussed on building self-awareness and developing their sense of self-worth.

Progress for Child A

Key Stage 1	Reading	Writing	Maths
	2a	2a	2a
Key Stage 2	Reading	Writing	Maths
	5a	5b	5a

### Conclusion

These measures resulted in a high level of success for the entire cohort. We won a local award for our work with pupil premium children, as there were no gaps between their attainment and that of non-pupil premium children.

#### Expected Progress from KS1 to KS2

- 100% made two levels of progress in reading– above national average (91%)
- 100% made two levels of progress in writing– above national average (94%)
- 92% made two levels of progress in maths– above national average (90%)

#### More than expected progress

- 67% made three levels of progress in reading – above national average (33%)
- 50% made three levels of progress in writing – above national average (36%)
- 42% made three levels of progress in maths – above national average (34%)