

Highbury Primary Y3/4 Pupil Premium Strategy Statement 2016-17

Total number of pupils Y3	59
Total number of Y4	60
Total number of pupil premium eligible for PP Y3 Y4	20/30% 20/30%
Total PP budget	£155,680 (Whole school budget)

2015-16 Summer Data

	All	All depth	PP	PP depth	Progress all	Progress PP
Y2 reading	82%	38%	83%	28%	92%	91%
Y2 writing	68%	12%	61%	6%	94%	95%
Y2 maths	82%	30%	78%	32%	94%	85%
Y2 GPS	75%	25%	68%	18%	NA	NA
Y3 reading	80%	43%	76%	29%	90%	92%
Y3 writing	71%	18%	53%	12%	80%	92%
Y3 maths	80%	17%	77%	18%	75%	95%
Y3 GPS	72%	40%	53%	29%	NA	NA

Summer 2017

	All	All depth	PP	PP depth	Progress all	Progress PP
Y3 reading	84%	42%	76%	29%	100%	100%
Y3 writing	68%	12%	41%	6%	100%	100%
Y3 maths	84%	30%	71%	18%	100%	100%
Y3 GPS	84%	52%	53%	35%	100%	100%
Y4 reading	86%	29%	80%	25%	100%	100%
Y4 writing	61%	10%	35%	5%	100%	100%
Y4 maths	75%	14%	65%	15%	100%	100%
Y4 GPS	80%	44%	78%	31%	100%	100%

Y3 PP only children = 5 – other children have other barriers to learning such as SEND

Y4 PP only children = 8 - other children have other barriers to learning such as SEND

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 talking to children using a good language model
Lack of rich and varied experiences
Lack of understanding of career paths and the need to meet certain bench marks to progress to specific careers
Some longitudinal gaps

Desired outcomes	
A	Develop communication and language through reading, T4W
	Improved language structures applied to

	and varied experiences	writing
B	Enhance reading opportunities in school and at home	Improved inference and fluency applied to writing
C	Enhance parental engagement	Pupils understand the importance of home learning especially reading and learning skills such as spelling
D	Enhance fine motor skills and spelling through daily multi-sensory sessions	Spellings and handwriting transferred to writing
F	Enhances pupil aspirations	Pupils have greater concept of the need to study and ways to do this
G	Ensure all children achieve maths outcomes	Maintain current attainment and further close the gap

Planned expenditure					
Quality of teaching for all					
Desired outcome	Chosen action or approach	What is the evidence and rational for this choice	How will you ensure it is implemented well	Staff lead	When will your review
Develop communication and language through reading, T4W and varied experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Weekly book swap Pupil conferencing	Application of lessons learnt from Challenge the Gap research last year Impact on Y6 last year	Monthly monitoring foci on aspects to ensure great teaching Book monitoring Termly progress meeting Cluster subject meetings	English Team / Challenge the gap team	Termly at pupil progress meetings Completed and ongoing Regular visits to library throughout year. PP progress in Y4 reading, Y3 high amount of depth children . Visits and themed weeks provided stimulus for writing and language development. T4W process observed and shown in books. Children encouraged to talk in full sentences in maths.
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	WF	
Enhance reading	Daily reading	Analysis of	Weekly on the bus	CS	Termly pupil

opportunities in home and in school	opportunities Weekly access to the school library Dazzle books – to do Class reader ERIC	data Observations	meeting Regular bench marking		progress meetings Completed and ongoing. Class readers linked to theme. Library trips termly. Modelled texts linked to theme. Certificates for reading at home. Family reading on a Wednesday morning.
Enhance parental engagement	Weekly reading sessions in school with children	Analysis of data Observation Knowing our families well Previous research	Monitor parental engagement at workshops / family reading sessions / parent's evening / one to one reading	Class teachers	Half termly Completed and ongoing Attendance concerns shared with parents at parents evening. Attendance stars on zone board. Sparkle groups for identified children.
Ensure all children achieve maths outcomes	Pupils who have not secured the objective in the maths lesson are given catch up or pre teaching 4 afternoons per week 2 class groups per year per afternoon	Ideas from Mastery Training course – NCTM	Learning walks	JJ	Weekly at planning Termly at pupil progress meetings Completed and ongoing Maths progress in Y3 and 4 was good. Catch up interventions on day of learning.
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 Monitored during SEND review	All staff daily	Weekly spelling scores Spelling review termly Multi-sensory embedded in response to SEND review and shows improvement

					in spelling. Parents informed of spelling strategies.
Enhances pupil aspirations	Collective worship Class PSHE / P4C Class responsibilities	Results of challenge the gap last year	Pupil attitude survey Reviewed at beginning and end of term	Challenge the gap team	Pupil attitudes improve termly Parent's aspiration homework and developing through collective worship. Pupil attitude surveys showed improvement in attitude from beginning of year.
		Total budgets cost	£1,500 library system and training £2,200 release for leaders		

Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rational for this choice	How will you ensure it is implemented well	Staff lead	When will you review
Develop communication and language 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	TA training in SALT and to run weekly interventions		Termly at pupil progress meetings Completed and ongoing
Enhance reading opportunities	5 x 20mins 1:1 six children Daily reading x 5 minutes for all PP children Maintaining good level of development in needed.	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	TA's to run daily interventions	CS / WF	Termly at pupil progress meetings Year 3 FFT
Maths catch up	Afternoon revisiting and pre teaching in small groups / 1:1	Strategy gained from NCEMT	TA's to run daily	CS/WF	Termly at pupil progress meetings Completed and ongoing
Improve vocabulary	Immersion week for Theme Pre-teaching vocabulary Magpie books	Analysis of data Observations Reading biggest enhance of vocabulary and	Planning Monitoring books	CS, SC, SB, LN	Termly at pupil progress meetings

	introduced and used	give model for writing			
				Total budget	£8,000 daily reading / FFT £4,000 pm maths £1000 SALT £2000 writing £15,000
				Total	£18,700