

Highbury Primary Y3 Pupil Premium Strategy Statement 2017-18

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|--------------------------------------------------|--------------------------------|-----------|
| Total number of pupils Y3 | 60 | Spring 60 |
| Total number of pupil premium eligible for PP Y3 | 21/35% | 22/37% |
| Total PP budget | £141,240 (Whole school budget) | |

Previous years attainment for Y2 and Y3 Summer Term 2017

| | All - 60 | National | All depth | National | PP | PP depth | In school Gap between Non PP and PP |
|------------|----------|----------|-----------|----------|-----|----------|-------------------------------------|
| Y2 reading | 87% | 76% | 30% | 25% | 73% | 27% | -14% |
| Y2 writing | 73% | 68% | 8% | 16% | 59% | 9% | -14% |
| Y2 maths | 87% | 75% | 22% | 21% | 73% | 18% | -14% |
| Y2 GPS | 73% | | 32% | | 67% | 33% | -6% |

(April 2018) 22 pupils are recorded as pupil premium

| | All | All depth | PP | Non PP | PP depth | Non PP Depth | In school Gap between non pp and pp |
|-------------|--------|-----------|--------|--------|----------|--------------|-------------------------------------|
| Y3 reading | 86.89% | 37.70% | 77.27% | 92.31% | 27.27% | 43.59% | -14.6 |
| Y3 writing | 72.13% | 8.20% | 59.09% | 79.49% | 9.09% | 7.69% | -19.3 |
| Y3 maths | 85.25% | 21.31% | 77.27% | 89.74% | 13.64% | 25.64% | -11.9 |
| Y3 Combined | 76% | 8.47% | 59.09% | 75.68% | 9.09% | 8.11% | -16.6 |

Barriers to future attainment to for pupil premium pupils

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| In-school barriers |
| Poor speech and language – lack of correct grammatical constructions / rich vocabulary Poor fine motor skills Management of feelings and behaviour – social communication Difficulties blending to read Segmenting to spell Orientation of number Number sense |
| External barriers |
| Parental engagement with reading and homework Poor home learning environment – lack of talking to children using a good language model Lack of rich and varied experiences |

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| Desired outcomes | | |
| A | Develop communication and language through reading | Achieving age expectation at reading – 85% of PP children |
| B | Enhance reading opportunities in school and at home | Improved inference and fluency applied to writing – 100% of pupils make progress on accelerated reader tests |
| C | Enhance parental engagement and improve attendance | Pupils and parents understand the importance of home learning especially reading and attending school - PP children in line with national attendance |

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| D | Enhance fine motor skills and spelling through daily multi-sensory sessions | Fluent spellings and handwriting transferred to writing |
| F | To manage school routines and react appropriately | All PP children self-regulate enough to engage in learning |
| G | To be able to blend and segment to write and read | Achieve age appropriate on the accelerated reader – early star literacy |
| H | To enhance number sense / support needed for abstract recording | Achieve age appropriate maths outcomes |
| I | To develop a love of writing especially boys – ambitious school leaders project | Diminish the gap between boys and girls writing by 15% Currently Year 3 – 35% |

| Planned expenditure | | | | | |
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| Quality of teaching for all | | | | | |
| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well | Impact | 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 Sparkle writing group | Application of lessons learnt from 'Challenge the Gap' research and current research Ambition School Leadership | Monthly foci on aspects to ensure great teaching Book monitoring Termly team progress meeting Cluster subject moderations | <u>Year 3 Reading</u> Autumn (21) – 52.38% AT 23.81% GD Spring (22) – 50% AT 27.27 % GD <u>Writing</u> Autumn (21)-52.38% AT 9.52% GD Spring (22) – 50% AT 9.09% GD | Termly at pupil progress meetings Children's language is being developed through a range of all these activities. Child led leading has enabled the children to develop a wider vocabulary. |
| | Rich language environment – using talk for writing Encourage children to talk in whole sentence | | Weekly on the bus meeting | ALL children talking in full sentences. Applying this into writing in English lessons and Theme lessons. | |
| | Ensure all school trips Sparkle so that the children can Shine | Sutton Trust research Ambition school leadership research | Time during an inset to look at how to get the best writing opportunities out of school trips | All trips have been planned with the children – Dinosaur land (Isle of Wight), Marwell, residential (Summer term) Evidence in Theme books of children planning trips and evaluating trips | |
| Enhance reading opportunities at home and in school | Daily reading opportunities Weekly access to the school library | Analysis of data Observations | Weekly on the bus meeting Regular Accelerated | ALL children accessing library weekly – developed a love of reading and therefore | Termly pupil progress meetings |

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| | Sparkle books Class reader ERIC Accelerated reader books and quizzes | | reader quizzes/literacy star tests | enhanced love of writing Attitude data Autumn – Spring - | Accelerated reader has been very successful. Starting to develop in year 2 |
| Enhance parental engagement | Fortnightly reading and math sessions in school with children, invite on trips and showcase end of unit work Invite parents to Forest school sessions Work 1:1 with target families Structured conversations | Analysis of data Observation Knowing our families well Previous research | Monitor parental engagement at workshops / family reading and math sessions / parent's evening / one to one reading | <u>PP attendance</u> Autumn – PP-93.08 Non PP - 96.41 Spring – PP-93.19 Non PP – 96.25 | Half termly |
| 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 | Ideas from Mastery Training course – NCTM | Learning walks Observations | <u>Maths</u> Autumn (21)-66.67% AT 9.52% GD Spring (22) – 63.64% AT 13.64% GD | Weekly at planning Termly at pupil progress meetings |
| 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 Children applying spelling to writing | All staff daily | Weekly spelling scores Spelling review termly |
| Enhance pupil aspirations | Collective worship Class PSHE / P4C Class responsibilities Invite people from local community to share their learning experiences | Results of challenge the gap last year | Pupil attitude survey Observations | Attitude survey Autumn - Spring - | Pupil attitudes improve termly |
| | | | Total budgets cost Release for leaders £2,200 | | |

Targeted support

| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well | Staff lead | When will your review |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Develop communication and language and language through reading, T4W and varied experiences | Weekly writing support Reading ambassadors Sparkle groups FFT | Analysis of data Observation | TA's to run daily interventions Target children to be invited to PPA Sparkle group Target boys invited to Sparkle writing | Year 3 <u>Writing</u> Autumn (21)- 52.38% AT 9.52% GD Spring (22) – 50% AT 9.09% GD | Termly at pupil progress meetings |
| Enhance reading opportunities | 4 x 30mins 1:1 Daily reading x 5 minutes for all PP children Maintaining good level of development in needed | Analysis of data Observations Reading biggest enhancer of vocabulary and give model for writing | TA's to run daily interventions | Year 3 <u>Reading</u> Autumn (21) – 52.38% AT 23.81% GD Spring (22) – 50% AT 27.27 % GD | Half Termly accelerated reader test/star literacy tests |
| Maths catch up | Afternoon revisiting and pre teaching in small groups / 1:1 x4 days | Strategy gained from NCEMT | TA's to run daily | Year 3 <u>Maths</u> Autumn (21) – 66.67% AT 9.52% GD Spring (22) – 63.54% AT 13.64 % GD | Termly at pupil progress meetings |
| Develop speech and language according to individual assessments | TA x 5 speech and language groups | Children need to be able to speak fluently to read and write | SD to run groups | Year 3 <u>Reading</u> Autumn (21) – 52.38% AT 23.81% GD Spring (22) – 50% AT 27.27 % GD | Half termly review of targets by SALT |
| | | Total budget | £8,550 daily reading / FFT £6,000 pm maths £1000 ambitious leaders £2,200 release for leaders | | |
| | | Total | £17,750 | | |

Review Spring 2018

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