

## Pupil Premium Review Statement Y3 2017-18

Total number of pupils Y3	60	Spring 60	Summer 60
Total number of pupil premium eligible for PP Y3	21/35%	22/37%	21/35%
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%

(Summer 2018) 21 pupils 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	88.3%	46.6%	76.2%	94.9%	28.57%	56.41%	-18.7%
Y3 writing	65%	8.33%	52.4%	71.8%	4.76%	10.26%	-19.4%
Y3 maths	79.66%	20.34%	66.7%	86.8%	4.76%	28.95%	-20.2%
Y3 Combined	67.8%	6.78%	47.6%	68.4%	9.76%	0%	-20.8%

### Barriers to future attainment to for pupil premium pupils

<b>In-school barriers</b>
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
<b>External barriers</b>
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

Desired outcomes
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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
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					
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	All trips have been planned with the children – Dinosaur land (Isle of Wight), Marwell, residential (Summer term)	

			out of school trips	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 Sparkle books Class reader ERIC Accelerated reader books and quizzes	Analysis of data Observations	Weekly on the bus meeting Regular Accelerated reader quizzes/literacy star tests	ALL children accessing library weekly – developed a love of reading and therefore enhanced love of writing Attitude data Autumn – Spring -	Termly pupil progress meetings 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	Results of challenge the gap last year	Pupil attitude survey Observations	Attitude survey Autumn - Spring -	Pupil attitudes improve termly

	learning experiences				
			Total budgets cost Release for leaders £2,200		

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 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	<u>Year 3 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	<u>Year 3 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	<u>Year 3 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	<u>Year 3 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		

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