

Highbury Primary Y3 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y3	60	59
Total number of pupil premium eligible for PP Y2	18/60	18/59
	30%	30.5%
Total PP budget	£160,300 (Whole school budget)	

End of Summer data Year 2

15 children recorded as PP (3 new PP children)

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between Non PP and PP
Y2 reading	80%	35%	60%	86.7%	20%	40%	-26.7%
Y2 writing	75%	20%	53.3%	82.2%	13.3%	22.22%	-28.9%
Y2 maths	81.6%	31.6%	60%	88.9%	6.67%	40%	-28.9%
Combined	76.6%	6.67%	53.3%	80%	7.14%	20%	-26.7%

Autumn term data

18 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and PP
Y3 reading	42.37%	37.29%	38.89%	43.90%	27.78%	41.46%	-13%
Y3 writing	44.07%	27.12%	44.44%	43.90%	22.22%	29.27%	-4.5%
Y3 maths	47.46%	33.90%	44.44%	48.78%	22.22%	39.02%	-14.7%
Combined	71%		67%	73%			-4.5%

Spring Data

18 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and PP
Y3 reading	81.36%	42.37%	72.22%	85.37%	22.22%	51.22%	-9.1%
Y3 writing	72.88%	28.81%	72.22%	73.15%	22.22%	31.71%	-0.7%
Y3 maths	81.36%	33.90%	66.67%	87.80%	22.22%	39.02%	-14.7%
Combined	71.19%	25.42%	66.67%	73.17%	22.22%	26.83%	-4.5%

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 and ensuring children read regularly
 Poor home learning environment – lack of talking to children using a good language model
 Lack of rich and varied experiences

Desired outcomes

A	Develop communication and language through reading, T4W and varied experiences	Improved language structures applied to writing
B	Enhance reading opportunities in school and at home	Improved inference and fluency applied to writing and reading comprehension
C	Enhance parental engagement and therefore attendance	Parents understand the importance of home learning especially reading and learning skills such as spelling Improved attendance
D	Enhance fine motor skills and spelling through daily multi-sensory sessions	Spellings and handwriting transferred to writing
E	Ensure all children achieve phonics outcomes for those who failed in Yr1	Maintain current attainment and further close the gap to achieve screening success
F	Development of communication and language to improve vocabulary	Talk Boost

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	Impact	When will your review
Develop communication and language through reading, T4W, Talk Boost and range of first hand experiences	Rich diet of books offered Frequent library visits Inspirational trips / visits / enrichment weeks Themed weeks-cultural reading, enterprise Rich language environment – using talk for writing Encourage children to talk in whole sentence	Data and success rate in Nursery and Reception	Book monitoring Termly progress meeting Cluster subject meetings Talk boost led by Sally Burt	Reading using star reader have certainly helped and as a result PP reading levels are much higher. Talk for writing and differentiated activities have enabled certain to access this work better and achieve better outcomes in writing as a result.	Termly at pupil progress meetings
Enhance reading	Daily reading opportunities	Analysis of data	Weekly on the bus meeting	Prizes given for all quizzes passed has	Termly pupil

opportunities in home and in school	Weekly access to the school library Dazzle books Class reader ERIC Certificates and celebrations with parents Morning family reading	Observations	Regular bench marking Daily reading Paired Reading Daily phonics	resulted in a sharp increase in reading Reading morning has died out i'm afraid. currently no parents turn up for it.	progress meetings
Further develop targeted interventions to remove barriers to learning	Research group exploring how to best support pupils with spelling	Analysis of data Observation	Weekly on the bus meeting Regular book monitoring Daily spellings	I use split inputs regularly to teach lower attaining pupils separately on the same tasks all but provide extra resources and a longer explanation as to what we are learning.	Weekly at planning
To empower carers to work in partnership with teachers to accelerate progress	Weekly reading sessions in school with children Attendance targets set at TAC meetings Structured conversations	Analysis of data Observation Knowing our families well	Monitor parental engagement at workshops / family reading sessions / structured conversations / one to one reading	Structured conversations had a good impact on learning as this enabled parents to focus on things they now knew need addressing closely,	Half termly
Ensure all children achieve phonics outcomes	Pupils who have not secured sounds to be caught up later in the day to embed	Letters and Sounds scheme	Class Teachers and interventions	We revisit phonics daily during morning spellings/	Weekly at planning
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	Multisensory spellings has been slightly adjusted in Year 3 to allow the children to choose an activity which they know suits them and they enjoy	Weekly spelling scores Spelling review termly

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	We have two groups of children. Nearly at a 2 Working towards 2 PP priority. Group size 4	When will your review Half termly 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	weekly checks of targets	We do as much reading as possible within class. I take children with S and L for reading daily for practise and to enhance their reading experiences During PE, Play and afternoons	Termly at pupil progress meetings
Enhance reading opportunities	Daily reading x 5 minutes for all PP children FFT	Analysis of data Observations Reading for vocabulary and give model for writing	TA's to run daily interventions	We sample vocab from a class reader book and talk about a share. new student to run quizzes and daily read with all. Priority S and L plus PP Monday and Wednesday Only	Termly at pupil progress meetings
Increase love of spelling	Daily sensory spelling sessions Home spellings	Analysis of data Observations Spellings being used in English books	Weekly checks of targets Spelling test scores	Spelling Ninja. 1 Year 3 word a day plus 3 HFW. Set again as homework. Makes spellings accessible to all and we have see an all children achieve at least 50% +	Termly at pupil progress meetings
		Budget	FFT £8000 Family support and attendance £3500 Daily reading £4000 SALT £600 Challenge the Gap £150 Top up trips £1000 Leadership time £1000 Precision spelling £600 Couching £5,000 Math interventions £600 Times tables Rockstar £200 Accelerated reader £1500 Forest School £200		
		Total	£ 26,350		

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