

Highbury Primary Y4 Pupil Premium Strategy Statement 2017-18

Total number of pupils Y4	50	52
Total number of pupil premium eligible for PP Y4	18/36%	20/38%
Total PP budget	£141,240 (Whole school budget)	

	All At	All depth	PP	PP depth	In school Gap between Non PP and PP
Y3 reading	44%	42%	50%	31%	-18.4
Y3 writing	58%	12%	38%	6%	-51
Y3 maths	54%	30%	50%	19%	-20.1
Y3 GPS	32%	52%	31%	38%	-44.8

April 2018

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between Non PP and PP
Y4 reading	86.54%	42.31%	72.22%	94.12%	33.33%	47.06%	-18.4
Y4 writing	67.31%	11.54%	44.44%	79.41%	5.56%	14.71%	-51
Y4 maths	71.15%	26.92%	55.56%	79.41%	11.11%	35.29%	-20.1
Combined	65.35%	9.62%	40%	81.25%	5%	12.50%	-44.8

20 children are reported as PP in Spring term

Barriers to future attainment to for pupil premium pupils

In-school barriers		
Poor speech and language – lack of correct grammatical constructions / rich vocabulary Poor comprehension – lack of rich vocabulary Poor spelling – specific language difficulties Poor fine motor skills Management of feelings and behaviour – social communication difficulties Moderate learning difficulties – lack of retention of learning Large longitudinal gaps		
External barriers		
Parental engagement with books leading to poor comprehension and with homework leading to reduced consolidation 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
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			
H	To increase the percentage of pupils achieving age expectation who are also SEND and pupil premium	Y4 achieving age expectations			
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 you review
Improve teaching of all	Coaching	The best quality first teaching gains the best results	Quality time given Records of coaching sessions	Coaching shows improvement of teaching across the school. High quality teaching and learning is the norm at Highbury. Teachers have strong subject knowledge and capitalise on this by planning lessons that capture pupils' interest. They build on prior learning so that content that has been previously learned becomes consolidated and applied Challenge partners report (2018)	Termly
Develop communication and language through reading, T4W and varied experiences	Rich diet of books offered at the right level – through accelerated reader Frequent library visits Inspirational trips / visits / enrichment weeks Pupil conferencing After school clubs School visits and residential visits Themed weeks-cultural reading, enterprise	Application of lessons learnt from 'Challenge the Gap' research last year Impact on Y6 last year	Monthly foci on aspects to ensure great teacher Book monitoring Termly progress meeting Monitoring accelerated reader Cluster subject meetings	<u>Year 4 Reading</u> Autumn(18)– 38.89%AT 33.33% GD Spring(20)– 40%AT 35% GD <u>Writing</u> Autumn(18) - 27.78% AT 5.56% GD Spring (20)–35% AT 5% GD	Termly at pupil progress meetings
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting		
Enhance reading opportunities in	Daily reading opportunities	Analysis of data Observations	Weekly on the bus meeting	All children have access to the school library.	Termly pupil progress meetings

home and in school	Weekly access to the school library Dazzle books Class reader ERIC Free book rewards when children meet targets. Class reading target for rewards Certificates and celebrations with parents Family learning Open afternoons Morning family reading		Regular bench marking	Children walk to Cosham Library Parents invited in for family reading morning every fortnight <u>Year 4 Reading</u> Autumn(18)– 38.89%AT 33.33% GD Spring(20)– 40%AT 35% GD	
Enhance parental engagement and attendance	Weekly reading sessions in school with children Attendance targets set at TAC meetings Sparkle!- Encourage children to attend	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	<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 5 sessions a week for chn selected from marking Live marking to address misconceptions as they happen	Ideas from Mastery Training course – NCTM	Learning walks	<u>Year 4 Maths</u> Autumn(18)– 27.78%AT 5.56% GD Spring(20)– 35%AT 5% 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 Ideas sent out to parents	Analysis of data of spellings	Observations of provision	Incorporated into phonics Sensory spellings – children achieving in spelling test but not including them in their writing	Weekly spelling scores Spelling review termly
Meet end of key stage expectations	Use of TAs for daily AfL feedback to address misconceptions Weekly on the bus meetings				
			Total budgets cost £6,600 Releasing for leaders £20,000 Booster provision		
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	Impact	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	TAs to run weekly interventions	<u>Year 4 Reading</u> Autumn(18)– 38.89%AT 33.33% GD Spring(20)– 40%AT 35% GD <u>Writing</u> Autumn(18) - 27.78% AT 5.56% GD Spring (20)–35% AT 5% GD	Termly at pupil progress meetings
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. Inference groups	Analysis of data Observations Reading biggest enhance of vocabulary and give model for writing	TA's to run daily interventions	All children have an accelerate reader AND Cosham library book in school.	Termly at pupil progress meetings
Enhance family engagement and attendance	Meet parents weekly on a rolling programme Run workshops	Based on prior research run at school last year	Class teachers	<u>PP attendance</u> Autumn – PP- 93.08 Non PP - 96.41 Spring – PP- 93.19 Non PP – 96.25	See an increase in targeted parent interaction with school
Support for maths	Daily pm intervention to ensure pupils grasp the daily objective or pre-teaching	Strategy gained from training at NCEMT	Class teachers	<u>Year 4 Maths</u> Autumn(18)– 27.78%AT 5.56% GD Spring(20)– 40%AT 10 % GD	On the bus meetings weekly
		Budget	£8,550 daily reading / FFT £6,000 pm maths £1,000 SALT £20,00 targeted support £35,550 £62,150		
		Total	£62,150		

Reviews by RSmith PP lead