

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 at 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%

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 rationale 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	All PP children engaging well with the T4W approach. Gaining confidence within their writing. Inspirational visits have been met with enthusiasm and developing a clear love of learning throughout the year group.	Termly at pupil progress meetings
Enhance reading opportunities in home and in school	Daily reading opportunities Weekly access to the school library Dazzle books Class reader ERIC Certificates and celebrations with parents Morning family reading	Analysis of data Observations	Weekly on the bus meeting Regular bench marking Daily reading Paired Reading Daily phonics	Accelerated Reader programme is continuing to take hold in Year 3 but children still need to read their books and then take their quizzes when ready more frequently.	Termly pupil 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	FFT and interventions are increasing children's confidence in reading.	Weekly at planning

				Daily reading with focus children have shown to have developed a confidence in reading.	
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 have had a massive impact on children's learning as well as attitudes and behaviours. Parents have commented that they like the fact we spend more time focused on their child and develop long term targets together, which are reviewed every term.	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	Children who did not achieve phonics at year having extra support. Children accessing books independently. Developing confidence with their reading ability.	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	Spelling data has seen an increase over the term. All children come in in the mornings and get on with this learning activity. Spellings starting to be used within writing.	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	Impact	When will your 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	Children developing a confidence with longer text with both writing and reading	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	Accelerated reader being used daily. Daily reading being completed. All books link to theme.	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	Morning spellings being completed daily. Increase in confidence. Starting to see an impact in writing. Some still need more practise.	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 Coaching £5,000 Math interventions £600 Times tables Rockstar £200 Accelerated reader £1500 Forest School £200		
		Total	£ 26,350		

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