

## Highbury Primary Y4 Pupil Premium Strategy Statement 2018-19

Total number of pupils Y4	60	56
Total number of pupil premium eligible for PP Y3	21/35%	26/46.6%
Total PP budget	£160,300 (Whole school budget)	

Summer Data 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%	0%	9.76%	-20.8%

Autumn term data

26 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and pp
Y4 reading	55.36%	32.14%	57.69%	53.33%	23.08%	40%	-6.7%
Y4 writing	50%	14.29%	46.15%	53.33%	7.69%	20%	-10.4%
Y4 maths	57.14%	19.64%	57.69%	56.67%	11.54%	26.67%	-7.6%
Y4 Combined	63%		50%	73%			-12.5%

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

<b>Desired outcomes</b>		
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 rational 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	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  Children's language is being developed through a range of all these activities. Child led
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	All PP children are developing being able to talk in full sentences. This approach is working well in maths with STEM sentences. Developing thought and reasoning.	leading has enabled the children to develop a wider vocabulary.
	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	Trips have engaged children to want to learn about the topics that are being taught. Children have had the opportunity to plan their own 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	Accelerated Reader programme is continuing to take hold in Year 4 but children still need to read their books and then take their quizzes when ready more frequently.	Termly pupil progress meetings Accelerated reader has been very successful. Starting to develop in year 2
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. Daily reading with focus children have shown to have developed a confidence in reading.	Weekly at planning
To empower carers to work in partnership with teachers to accelerate progress	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	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 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	Targeted interventions are giving children to confidence to have a go at their maths work. Pre teaching is having a positive impact on confidence.	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	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
Enhance pupil aspirations	Collective worship Class PSHE / P4C Class responsibilities	Results of challenge the gap last year	Pupil attitude survey Observations	Children are developing a sense of self. P4C has seen a great impact with	Pupil attitudes improve termly

	Invite people from local community to share their learning experiences			children developing a confidence with their own opinions.	
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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 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	Children developing a confidence with longer text with both writing and reading	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	Accelerated reader being used daily. Daily reading being completed. All books link to theme.	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	Due to small steps in learning all children access learning Children's confidence is growing	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	Children encouraged to speak correctly. All children developing their own voice through P4C and PSHE lessons	Half termly review of targets by SALT
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 see children calmly coming in and getting on with work. Children choose how they feel they learn best.	Termly at pupil progress meetings

				Spellings starting to be seen in writing.	
		Total budget	Daily reading / FFT £8,550 Family support and attendance £3500 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	£21,900		

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