

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%

Spring Data

25 children recorded as PP

	All	All depth	PP	Non PP	PP depth	Non PP Depth	In school Gap between All and pp
Y4 reading	87.27%	34.55%	84%	90%	24%	43.33%	-3.3%
Y4 writing	65.45%	12.73%	60%	70%	8%	16.67%	-5.5%
Y4 maths	70.91%	20%	64%	76.67%	16%	23.33%	-6.9%
Y4 Combined	63.64%	10.91%	56%	70%	4%	16.67%	-7.6%

Barriers to future attainment to for pupil premium pupils

In-school barriers
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
External barriers

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		
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	Children have enjoyed and benefited from T4W sessions and have improved confidence in answering questions in class discussions. Guided reading and theme lessons have enabled children to explore the text further through drama and P4C sessions	Termly at pupil progress meetings Children's language is being developed through a range of all these activities. Child led learning has enabled the

	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting	All children are encouraged to talk in full sentences, children developing a confidence with this. SALT sessions have been taking place through guided reading sessions	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	Class trips have contributed to vocabulary-more things to talk about enthusiastically Evidence of trips can be found in theme books	
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	Bus meetings continue to target children All children have completed reading quizzes All children reading more during school and at home	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	Bus meetings continue to target children Children developing own awareness of learning through building learning powers and feed forward marking	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	A few parents attend Wed morning reading sessions Most attended structured conversation meetings All engaged in our Enterprise week Key children's parents have been invited in to support in class – developing relationships with families	Half termly
Ensure all children achieve maths outcomes	Pupils who have not secured the objective in the maths lesson are	Ideas from Mastery Training course – NCTM	Learning walks Observations	Pre teaching sessions having impact on understanding vocab	Weekly at planning Termly at pupil

	given catch up or pre teaching 4 afternoons per week			Vocab sheets stuck in books before each unit of work Developing fluency of adding and subtraction – developing confidence	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	Handwriting sessions are increasing awareness of how to form letters correctly	Weekly spelling scores Spelling review termly
Enhance pupil aspirations	Collective worship Class PSHE / P4C Class responsibilities Invite people from local community to share their learning experiences	Results of challenge the gap last year	Pupil attitude survey Observations	Sessions have developed awareness of how children can achieve their dreams and goals Pastoral team are working with key groups of children to develop an understanding of why school is important	Pupil attitudes improve termly

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	T4W continues to allow children to learn stories and different types of writing	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	PP 1:1 reading by TA and parent volunteers have ensured children are reading more regularly	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	CT and student been running pre-teaching groups	Termly at pupil progress meetings

				Children building confidence with maths and number work	
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 continue to develop confidence with speaking and listening	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	Weekly spellings being completed Application in writing is starting to show progress	Termly at pupil progress meetings
		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		

April 2019

Rebecca Smith PP Lead