

Yohden Primary School

Pupil Premium Review 2018/19

A To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations across all key stages

A1 To improve progress rates for reception children

As a result of professional development, working alongside the local authority, the learning environment has been successfully developed to engage children through high quality play. This has included developing a new approach to planning.

83% of pupil premium children achieved a good level of development at the end of the reception year, which is an improvement on 44% achieved at the end of the previous year.

A2 To improve the attainment in KS1 and ensure the higher ability pupils achieve the higher standard in reading, writing and maths.

Overall the attainment of children achieving expected in reading, writing and maths has declined. Those children who did not achieve the expected standard have SEND.

There was a significant increase in the percentage of children achieving the greater depth in reading, writing and maths.

	2018 (11 in cohort)	2019 (11 in cohort)
Reading exp+	82%	55%
Writing exp +	73%	55%
Maths exp+	64%	45%
Reading GD	9%	18%
Writing GD	0%	9%
Maths GD	0%	27%

This will be an area of development for 2019/20.

A3 To improve the rate of attainment in KS2 and ensure that higher ability pupils that are PP eligible achieve higher standard in reading, writing and maths.

Overall the attainment of children achieving expected in Reading, Writing, Maths and GPS has improved across all areas.

There was also a significant increase in the percentage of children achieving the greater depth in reading, writing, maths and GPS.

	2018 (15 in cohort)	2019 (11 in cohort)
Reading exp+	47%	82%
Writing exp +	60%	55%
Maths exp+	60%	82%
GPS exp+	33%	82%
Reading HS	7%	18%
Writing HS	0%	8%
Maths HS	7%	18%
GPS HS	7%	18%

(NB: Data for the end of Key Stages is based upon in school up to date pupil premium figures in July 2019)

B To improve the limited speech and language skills of pupils that can impact on early literacy skills, reading and writing:

B1 To develop opportunities for oracy, across the school

Speech and Language contract with NHS has been purchased by school, so children are able to access a dedicated speech and language therapist who works in school one day a week. Due to pressures within the NHS CPD has only relatively recently been organised and therefore it too early to assess the impact. Again this is an area to continue.

B2 To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books. To have rigorous approaches in place to ensure pupils read and regularly.

All classes have dedicated reading areas linked to their topics and to encouraging reading for pleasure. Children have engaged in daily reading across school, including Accelerated Reader at KS2. Reading at home has been monitored by staff with letters home to parents where children are not reading regularly. Parents have been invited into school to model good reading techniques at EYFS and KS1 however this was poorly attended.

Parental involvement and engaging in high quality reading at home to be a focus for 2019/20.

B3 Pupils read regularly and have access to high quality texts within guided reading

Children have received weekly guided reading sessions (at least once a week at KS2, twice a week at KS1). Wide range of quality texts covering different genres being used across school. Further higher level reading texts have been purchased to challenge higher level readers in Y6. Resources and books have been purchased to develop library facilities. Books have been purchased to both support lower ability readers and higher ability readers access a range of texts.

C Pupils can access learning in class because their psychological, social/emotional wellbeing, belongingness, safety/security and esteem needs are met.

A school counsellor works very effectively with children. She is impact driven. Overall children develop strategies and become less reliant on her. Drop in sessions remain available if needed. She works closely with the senior leaders.

The PHSE curriculum has resulted in strong emotional well-being and a sense of belonging across school. All children are developing our ten personal goals and there is a consistent, positive approach to learning behaviour across the school. We are a very inclusive school.

D To ensure consistent attendance and punctuality

D1 To improve the attendance of disadvantaged pupils.

Overall absence percentages have declined from 5.4% (2016/17), 5.8% (2017/18) to 4.4% (2018/19). The percentages of persistent absentees has reduced from 10.0% (2016/17), 13.5% (2017/18) to 5.8% (2018/19). This has shown a significant improvement in attendance.

E To increase parental engagement and challenge poor perceptions of education

E1 Pupils are exposed to a rich and varied curriculum and range of experiences across all key stages

To support the broad and balanced curriculum children have been supported in their learning by visits and visitors to school.

Educational Visits have included : The Discovery Museum , Eden Camp to learn about WW2, Beamish Living Museum to learn about Art and history , London visit to Parliament to learn about democracy, Theatre to experience a musical, Natural History Museum and experience dining in a restaurant and staying in a hotel, Hardwick Park to participate in a Maths challenge and Shildon Museum to participate in the Young engineers Challenge.

In addition children regularly visit the beach and local area when links can be made to their learning, including a local home for people with dementia, St Mary's Church and the local secondary school.

Visitors to school have included :A Beamish Museum Outreach worker to develop Art skills , An animal handler to learn about caring for animals and adaptation. Meccano Club Leaders to learn about engineering, The fire brigade and a driving school instructor to learn about safety and transport, an Olympian to learn about personal goals and resilience, The Crime Commissioner to learn about democracy.

In addition some of our parents and members of the community have visited the children to talk about their lives eg a lady spoke about WW2,

