

Yohden Primary School Pupil Premium Strategy Statement 2019 2020

Summative Information					
School	Yohden Primary				
Academic Year	2019 2020	Total Budget	£82440	Date of Next Review	December 2019
			Number of pupils eligible for PP (£1320) 59 January Census		
Total number of Children in school	168	Number of children who are looked after Number of children who are Post Looked after (£1900 with £600 being retained by Local Authority)	0 3	Number of Service children	1

Attainment 2019			
Yohden Primary School Figures 2019		National Figures 2019 All Children	
Y6 % achieving expected Reading	82 %	Y6 % achieving expected Reading	73%
Y6 % achieving greater depth Reading	18%	Y6 % achieving greater depth Reading	27%
Y6 % achieving expected Writing	55%	Y6 % achieving expected Writing	79%
Y6 % achieving greater depth Writing	9%	Y6 % achieving greater depth Writing	20%

Y6 % Achieving expected SPAG	82%	Y6 % Achieving expected SPAG	78%
Y6 % Achieving greater depth SPAG	11%	Y6 % Achieving greater depth SPAG	36%
Y6 % achieving expected Mathematics	73%	Y6 % achieving expected Mathematics	79%
Y6 % achieving greater depth Mathematics	18%	Y6 % achieving greater depth Mathematics	27%
Progress measure in Reading	3.7	Progress measure in Reading	0
Progress measure in Writing	-0.3	Progress measure in Writing	0
Progress Measure in Mathematics	2.6	Progress Measure in Mathematics	0
Y2 % achieving expected Reading	62%	Y2 % achieving expected Reading	75%
Y2 % achieving greater depth Reading	20%	Y2 % achieving greater depth Reading	25%
Y2 % achieving expected Writing	62%	Y2 % achieving expected Writing	69%
Y2 % achieving greater depth Writing	17%	Y2 % achieving greater depth Writing	15%
Y2 % achieving expected Mathematics	46%	Y2 % achieving expected Mathematics	76%
Y2 % achieving greater depth Mathematics	20%	Y2 % achieving greater depth Mathematics	22%
Y1 Phonics	86%	Y1 Phonics	82%
Y2 Phonics	43% 3/7 children	Y2 Phonics	56%
Foundation Stage	83%	GLD	72%

Barriers to Future Attainment for pupil eligible for PP including High ability	
In School Barriers (Issues to be addressed in school)	
A	Some children may not be working at an age related standard and have conceptual gaps or misconceptions
B	Some pupils may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing
C	Some children may have poor emotional wellbeing either short term or longer term which impact upon their ability to learn
External Barriers Issues which require action outside school	
D	Some children may have poor attendance and or punctuality
E	Some children may have little opportunity to explore the wider world so have few experiences to draw on to support their understanding
F	Some children may have little opportunity to access high quality texts outside school which impacts upon their Reading skills

	Desired Outcomes	Success Criteria	Costing				
A	<p>For teaching to be precise and of a high quality to meet the needs of disadvantaged pupils so that they make good progress from their starting points.</p> <p>Improve progress rate for pupils in EYFS for Communication Language and Literacy (CLL), Reading and Writing</p> <p>Improve the quality of teaching in Phonics and spelling across school</p> <p>To improve the progress rate for pupils in KS1 and KS2, including those who are higher attaining for</p> <ul style="list-style-type: none"> • Reading • Writing 	<p>Teaching to be consistently good or better across school. Learning to be differentiated and challenging for all pupils Timely intervention and feedback provide</p> <p>Outcomes for Pupils eligible for Pupil Premium</p> <p>EYFS 75% GLD 0% Exceeding</p> <p>Phonics</p> <table border="1"> <tr> <td>Y1</td> <td>83% 5/6</td> </tr> <tr> <td>Y2</td> <td>75% 3/4</td> </tr> </table>	Y1	83% 5/6	Y2	75% 3/4	£35,440
Y1	83% 5/6						
Y2	75% 3/4						

	<ul style="list-style-type: none"> Mathematics <p>For teaching across the curriculum to be consistently good or better</p> <p>Use IPC for :</p> <p>Science History Geography Design Technology Art Music</p> <p>PHSE Jigsaw Scheme Durham Syllabus RE French Salut Scheme</p>	<p>KS1</p> <table border="1" data-bbox="763 363 1339 517"> <thead> <tr> <th></th> <th>Expected %</th> <th>Greater Depth %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58 7/12</td> <td>17 2/12</td> </tr> <tr> <td>Writing</td> <td>58 7/12</td> <td>8 1/12</td> </tr> <tr> <td>Maths</td> <td>67 8/12</td> <td>8 1/12</td> </tr> </tbody> </table> <p>KS2</p> <table border="1" data-bbox="763 635 1339 788"> <thead> <tr> <th></th> <th>Expected %</th> <th>Greater Depth %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67 6/9</td> <td>22 2/9</td> </tr> <tr> <td>Writing</td> <td>67 6/9</td> <td>22 2/9</td> </tr> <tr> <td>Maths</td> <td>78 7/9</td> <td>33 3/9</td> </tr> </tbody> </table>		Expected %	Greater Depth %	Reading	58 7/12	17 2/12	Writing	58 7/12	8 1/12	Maths	67 8/12	8 1/12		Expected %	Greater Depth %	Reading	67 6/9	22 2/9	Writing	67 6/9	22 2/9	Maths	78 7/9	33 3/9	
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B	<p>Improved speaking and listening skills of pupils across school and in particular in EYFs and KS1</p> <p>To widen the vocabulary of pupils across school</p>	<p>Lessons to be carefully structured and scaffolded for speaking and listening skills. All staff aware of communication friendly classrooms</p> <p>Working walls with new vocabulary displayed in class up to date which children apply independently.</p> <p>Non negotiables displayed modelling language which children apply when speaking then writing.</p> <p>Children's spoken language improves and children make good progress and meet support plan objectives.</p> <p>Children speaking in sentences.</p>	£17,000																								

C	Improved children's emotional wellbeing across school For all children to develop the school's personal goals. For children with significant SEMH difficulties to have their needs met.	Children will learn about strategies to improve self-regulation, self-awareness, motivation and empathy as well as developing social skills in PHSE lessons and across the curriculum. Children will be nominated for the Roll of Honour and the personal goals will continue to have a high profile in and out of school. Children will have their needs met through timely intervention from school counsellor.	£5000
D	Improved attendance and punctuality. To reduce persistent absence through targeted support.	Attendance of disadvantaged pupils improves and is in line or better than national average (96%) Punctuality of disadvantaged pupils improves and is in line or better than national averages. Reduction in children being persistently absent (10%) to be in line with National Averages (0.7%).	£8000
E	To increase the opportunities and experiences of pupils to widen their knowledge and understanding of the world.	Pupils to attend a wider variety of social, cultural and enrichment experiences through visits and visitors to school and links with local and wider communities.	£8000
F	To develop a love of Reading and ensure children are reading widely and regularly.	Children to read regularly at school and at home for pleasure. Reading widely to support learning across the curriculum. Parents to share high quality texts regularly with their children.	£6700

Planned Expenditure						
	Quality of Teaching	Chosen Action /Approach	Evidence and rationale for this choice	How will we ensure this is implemented well	Staff Lead	When will implementation be reviewed
A	To ensure teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make good progress from their starting points.	<p>All children in school to learn about meta cognition using The Brain Wave theme unit of work.</p> <p>High quality feedback in lessons to focus on success and next steps</p> <p>Timely intervention to be put in place in lessons - early morning work -digital resources which provide feedback Lexia/ Rockstar Maths - small group work -distance high quality marking which is acted upon</p> <p>High Quality Reading Texts in school Class novels Reading for pleasure Texts linked to the curriculum Reading areas in class Reading Sheds</p>	<p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>Pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>Use of TAs and HLTAs mean pre-planned intervention groups can take place and also ad-hoc according to need.</p> <p>Feedback John Hattie research indicates that this is has one of the most significant positive impacts on learning</p> <p>EEF: Reading and Mathematics Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in Reading or Mathematics or in recall of information.</p> <p>Writing A recent meta-analysis of the impact of formative assessment on Writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.</p>	<p>Monitoring timetable</p> <ul style="list-style-type: none"> • Learning walks • Observations and feedback • Scrutiny of work • Discussions with children and staff • Internal school data <p>Reports to Strategic School Scrutiny Group</p>	<p>Mrs Harrison English Mr Hawksworth Maths</p> <p>Subject leaders</p>	<p>December 2019 March 2020 June 2020</p>

A	To improve progress rate for pupils in EYFS for Communication Language and Literacy (CLL), Reading and Writing.	<p>Communication and Language Approaches including :</p> <p>Enabling environment including reading areas</p> <p>Reading aloud and discussing books</p> <p>Explicitly extending children's spoken language</p> <p>Introducing new words in context</p> <p>Staff training</p>	EEF Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	<p>Weekly planning meetings with EYFS staff</p> <p>Monitoring timetable</p> <ul style="list-style-type: none"> • Learning walk • Discussions with children • Learning journeys to show progress and next steps 	Mrs Metcalf	
A	To improve the quality of teaching in Phonics and spelling across school	<p>Phonics taught based upon Letters and Sounds for most children in EYFS and KS1</p> <p>Rapid phonics taught to children in Year 3 who did not meet the standard in the Year 2 Phonics test last year</p> <p>SEND children to have a bespoke approach linked to their Support Plan with 1:1 intervention or very small group intervention where appropriate</p> <p>Link home reading to Phonic Phases</p> <p>Professional Development on teaching of Phonics</p>	There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). However, the evidence here is less secure and it is probably more important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident.	<p>Monitoring timetable</p> <ul style="list-style-type: none"> • Learning walks • Observations and feedback • Reading with children • Discussions with children and staff • Internal school data ie Phonics tracking <p>Reports to Strategic School Scrutiny Group</p>	Mrs Harrison	
B	To widen the vocabulary of pupils across school	Professional development for all staff from Speech and Language Specialists	Research has shown that there can be a significant difference in vocabulary of different groups. Studies of oral language	Monitoring timetable	Mrs Harrison and Subject leaders	

		<p>Medium term plans identify vocabulary to be taught linked to topics and subjects</p> <p>Reciprocal reading approach across school to encourage children to clarify words they are unfamiliar with (all staff who teach Reading Trained)</p> <p>Working walls words used and over used .Model sentences displayed</p> <p>Staff modelling extended vocabulary</p> <p>Reading Areas with high quality books in class and Reading Sheds</p>	<p>interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words</p> <p>It is important to develop and increase all pupils tier 1, 2 and 3 vocabulary ie functional vocabulary and technical vocabulary</p>	<ul style="list-style-type: none"> • Learning walks • Observations and feedback • Scrutiny of work • Discussions with children and staff • Internal school data • Exit Points where children explain their learning <p>Reports to Strategic School Scrutiny Group</p>		
C	For all children to develop the school's personal goals	<p>Audit emotional wellbeing across school</p> <p>Whole school focus on personal goals each week with explicit teaching in PHSE lessons</p> <p>Personal goals applied in lessons when appropriate eg Develop communication in a History lesson Thoughtfulness in Problem Solving lessons</p> <p>Circle time and high quality debate and discussion in PHSE lessons and across the curriculum</p>	<p>We believe there are three types of learning-personal, academic and international mindedness which underpin academic success that leads to pupils achieving well in the future</p> <p>Personal Development underpins believing in themselves, having aspiration and can help to successful learning.</p> <p>Having a good understanding of emotional wellbeing will equip pupils to deal with current challenges and support good mental health in the future.</p>	<p>October 2019 June 2020</p>	Mrs Mitchell	

	Targeted Support	Chosen Action /Approach	Evidence and rationale for this choice	How will we ensure this is implemented well	Staff Lead	When will implementation be reviewed
A	To improve the progress rate for pupils in KS1 and KS2, including those who are higher attaining for Reading Writing Mathematics	<p>Reading</p> <ul style="list-style-type: none"> Reciprocal Reading Approach across school Weekly focussed comprehension Additional guided reading Texts for high attaining children Accelerated reading KS2 <p>Writing</p> <p>Write Away Approach No Nonsense Spelling</p> <p>Mathematics</p> <p>Develop mental recall using whole class Maths games daily in class</p> <p>Times Table Rock Stars and Conker Maths digital resource to enable children to recall facts</p> <p>Problem solving approaches explicitly taught over the year eg finding all possibilities</p>	<p>EEF Reading</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum. Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>FFT Writing</p> <p>Using this approach for whole class teaching and small groups has proven effective in closing gaps</p> <p>Mathematics EEF EYFS Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such as counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p>	<p>Provision maps in place</p> <p>The school monitoring cycle will continuously evaluate provision. Pupils tracked carefully. Effectiveness/impact of interventions monitored through inclusion meetings of SLT including SENCo.</p> <p>Appropriate levels of challenge tracked in in planning and learning walks</p>	<p>Mrs Harrison English Mr Hawksworth Mathematics</p>	

			We have found that children's recall needs to be developed to enable children to develop fluency and problem solve			
B	To improve speaking and listening skills of pupils across school and in particular in EYFS and KS1	Working walls with displayed vocabulary Adults modelling sentences Reciprocal Reading	EEF Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	Monitoring timetable <ul style="list-style-type: none"> • Learning walks • Observations and feedback • Discussions with children and staff Reports to Strategic School Scrutiny Group	Mrs Harrison	
C	To improve children emotional wellbeing across school	Jigsaw Scheme be implemented consistently across school PHSE lead to advise staff of appropriate strategies to teach to support Restorative approach where children will learn about strategies to improve self-regulation, self-awareness motivation and empathy as well as developing social skills.	Pupils will be able to access learning in class because their social/emotional wellbeing, sense of belonging, feelings of safety and/security are met.	Learning walks Discussions with children Data analysis on Emotional wellbeing	Mrs Mitchell	
C	For children with significant difficulties to have their needs met	Children to receive counselling which is confidential: Weekly Through drop in	Research and our experience demonstrates that use of counselling in schools leads to a significant positive impact on children's SEMH and in improving attitudes to learning and relationships in school.	Regular discussions with HT as appropriate Half termly updates to HT by school Counsellor Inclusion Meeting	Mrs Smith Mrs Harrison SENCD Ms Turner School Counsellor	

		Children to be referred to CAMHS appropriately				
D	To further improve attendance and punctuality	<p>Daily breakfast club to meet basic need and ensure a smooth transition into school.</p> <p>Attendance tracked on a weekly basis, address with families and report findings to Governors</p> <p>School to follow attendance policy and work with LA Educational Welfare Officer to robustly address challenging cases.</p> <p>HT and office staff to address attendance and punctuality issues so that pupils are in school consistently and on time</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost Reading, Writing and Maths results by the equivalent of two months progress per year. <i>Breakfast clubs improve attendance/punctuality.</i></p> <p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance we aim to raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	<p>Attendance manager checking registers each morning.</p> <p>Texting system</p> <p>Monitoring punctuality</p> <p>Letters to parents where there are concerns</p> <p>Where there are patterns then offering support and measuring impact through: Parent support advisor HT meetings and parental contracts Multi agency working Attendance enforcement Team</p> <p>Weekly monitoring sheet to HT and Governors</p> <p>Half termly reports to SLT and Governors</p> <p>Termly reports to all governors</p>	Mrs Smith Mrs Foster	
D	To reduce persistent absence though targeted support	<p>Disadvantaged pupils to be targeted to attend breakfast club where appropriate.</p> <p>Parent support advisor to focus upon children causing</p>	<p>Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance.</p>	<p>Monitoring will take place daily, weekly and half termly.</p> <p>PSA contact school on weekly basis and</p>	Mrs Smith Mrs Foster All staff	

		concern where there is poor engagement with school. Multi-agency working where appropriate		feedback via email weekly. Attendance Enforcement Team from Local authority to monitor where concerns		
	Enrichment	Chosen Action /Approach	Evidence and rationale for this choice	How will we ensure this is implemented well	Staff Lead	When will implementation be reviewed
E	To increase the opportunities and experiences of pupils to widen their knowledge and understanding of the world.	<p>Music</p> <ul style="list-style-type: none"> • Whole school singing • After School Club Choir • Music service small group tuition • Weekly music skills practise following CPD <p>Visits and visitors to places of worship planned for the year</p> <p>Visits and visitor linked to themed units across school</p> <p>Links made with other schools including international schools using the Pin Board from IPC.</p> <p>Develop a range of after school clubs to enhance learning</p>	<p>Many children have limited experiences of visiting places of interest which support learning across the curriculum</p> <p>Access to after school clubs is limited outside school</p>	<p>Whole School Long term Plan</p> <p>Visits and visitors planned out over the year</p> <p>RE Places of worship and visitors to school planned</p> <p>Subject leaders report to School Scrutiny Group Termly</p>	<p>Mrs Smith Subject Leaders</p> <p>Ms Clark Music Subject Lead</p> <p>Mrs Lancaster EVO</p> <p>Mrs Mitchell International Subject Lead</p>	
F	To develop a love or Reading and ensure children are reading widely and regularly.	<ul style="list-style-type: none"> • Visiting author in school • Book Bus to visit school 	We believe that Reading opens the world to our children, engages them in learning and enables them to access the curriculum as a whole.	Monitoring by teachers of reading behaviours	Mrs Harrison	

Commented [AS[YPS]1]:

		<ul style="list-style-type: none"> • Reading celebration days - based on a book • Reading sheds • Reading Cafes to encourage parents to encourage parents to read to their children and thus establish a good reading culture at home 	<p>Many of our children have limited access to a wide variety of high quality texts outside school due the location of the school and inaccessibility of good quality books .The cost of books also acts as a barrier.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Engagement is often easier to achieve with parents of very young children. We will encourage all parents to come into the reading café and use this as opportunity to improve parents understanding of reading. For parents of older children we will encourage them to see the range of texts on offer to increase their understanding</p> <p>Initially we will make these sessions informal an encourage children to participate using our successful exit point approach welcoming for parents, especially those whose own experience of school may not have been positive.</p>	<p>Children voice questionnaires</p> <p>Discussions with children</p>		
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