

Pupil Premium Strategy Statement: Yohden Primary School

1. Summary information					
School	Yodhen Primary				
Academic Year	2018-19	Total PP budget	£102,880	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP (£1320* pp)	69 (42% on roll)	Date for next internal review of this strategy	Jan 19
		Number of LAC and Post Looked after Children (PLAC)	3 LAC 3 PLAC	Number of service children (£300 pp)	1

(* Looked after children (LAC) receive £1900 with £300 being retained centrally by the Local Authority)

2. Attainment 2018			
<i>Yohden figures for pupils eligible for PP</i>		<i>National figures for non-disadvantaged pupils 2018</i>	
Y6 % achieving expectations in reading	47%	% achieving expectations in reading	80%
Y6% achieving expectations in writing	60%	% achieving expectations in writing	83%
Y6% achieving expectations in maths	60%	% achieving expectations in maths	81%
Y6% achieving CRWM	40%	% achieving CRWM	70%
Y6 Progress measure in reading	-4	Progress measure in reading	0.3
Y6 Progress measure in writing	-1.2	Progress measure in writing	0.2
Y6 Progress measure in maths	-1.1	Progress measure in maths	0.3

Y2% achieving expectations in reading	83%	% achieving expectations in reading	79%
Y2% achieving expectations in writing	75%	% achieving expectations in writing	74%
Y2% achieving expectations in maths	67%	% achieving expectations in maths	76%
Y1% Phonics screening	90%	% achieving Phonics passmark	85%
Foundation GLD %	44%	% achieving GLD	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions.
B.	Some pupils may have limited speech and language skills which can impact upon early literacy skills, reading and writing
C.	In some cases, emotional wellbeing may need developing, eg commitment, resilience or children have poor self-esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	In some cases, consistent attendance and punctuality.
E.	In some cases, lack of parental engagement and poor perceptions of education
F.	A lack of regular routine including home reading, homework and having correct equipment in school being 'ready for learning'

4. Desired outcomes			
	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Costings</i>

<p>A.</p>	<p><i>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:</i></p> <p>To improve progress rates for Reception pupils</p> <p>To improve the rate of attainment in KS1 and ensure that higher ability pupils that are PP eligible achieve higher standard in reading, writing and maths.</p> <p>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.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related national expectations in curriculum areas across the key stages • Pupils will be challenged and supported appropriately • Lessons are delivered at the correct pitch to stretch pupils • Outcomes for pupils improve:- <p><i>Aspirational Progress target for PP pupils 2019: Achieving GLD or better: 56%</i></p> <p><i>Aspirational KS1 Target for PP pupils 2019 – achieving expected (and Greater depth) Reading: 73% (36%) Writing: 73% (27%) Maths: 73% (29%)</i></p> <p><i>Aspirational KS2 Target for PP pupils 2019 – achieving expected (and Greater depth) Reading: 70% (30%) Writing: 80% (20%) Maths: 60% (20%)</i></p>	<p>£76,580</p>
<p>B.</p>	<p><i>To improve the limited speech and language skills of pupils that can impact on early literacy skills, reading and writing:</i></p> <p>To develop opportunities for oracy, phonics and reading across the school in particular targeted Reception and KS1 pupils to ensure rate of pupil's eligible of grant achieve higher standards in all subjects</p>	<ul style="list-style-type: none"> • Lessons are carefully structured and scaffolded for speaking and listening and key literacy skills • Pupils (who need to) will have opportunities for additional reading in school. 	
<p>C.</p>	<p><i>To develop emotional wellbeing skills, organization, commitment, resilience and confidence.</i></p> <p>Pupils can access learning in class because their psychological, social/emotional wellbeing, belongingness, safety/security and esteem needs are met.</p>	<ul style="list-style-type: none"> • Pupils will have needs met • Improvements in wellbeing, self regulation, self awareness, motivation and empathy 	<p>£7,300</p>
			<p>£2,000</p>

D.	<i>To ensure consistent attendance and punctuality</i> All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> •Reduction in the % of persistent absent pupils who have been absent for 10% or more of sessions (to 0.7% in line with other pupils not entitled to PP) •Attendance and punctuality of disadvantaged pupils improves and is in line or better than national average (target 96%) 	£7,900
E.	<i>To increase parental engagement and challenge poor perceptions of education</i> All pupils are exposed to a rich and varied curriculum and range of experiences across all key stages	<ul style="list-style-type: none"> •Pupils attend a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Parents engage in home learning 	£5,100
F.	<i>Lack of regular routines including home reading, homework, spellings and having correct equipment in school.</i> Pupils have equity of experience and resources to enrich their learning	<ul style="list-style-type: none"> • Pupils will have opportunities in and out of school-time to read, consolidate maths and writing skills and complete homework (if necessary). 	£4000

5. Planned expenditure					
Academic year	2018-19				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A) To improve progress rates for Reception pupils</p>	<p>Close monitoring and adapting of Quality First Teaching to ensure sustained progress.</p> <p>Engaging environment and curriculum developed so that children learn through high quality play opportunities</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>The school monitoring cycle will continuously evaluate provision.</p> <p>Pupils tracked carefully. Effectiveness/impact of interventions monitored.</p> <p>Appropriate levels of challenge tracked in planning and learning observations.</p>	<p>SLT/DG</p>	<p>Half-Termly</p>
<p>A) To improve the rate of attainment in KS1 to ensure that higher ability pupils that are PP eligible achieve higher standard in reading, writing and maths.</p>	<p>Close monitoring and adapting of learning opportunities to ensure sustained progress.</p> <p>Flexible approach to teaching to allow for additional teaching groups and interventions. Continue to provide short-term intervention programs to under attaining/achieving pupils</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>All foci are part of School Development Plan and Self Evaluation.</p>	<p>SLT/DG</p>	<p>Half-Termly</p>
<p>A) 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.</p>	<p>Close monitoring and adapting of Quality First Teaching to ensure sustained progress.</p> <p>Flexible approach to teaching to allow for additional teaching groups and interventions.</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>All foci are part of School Development Plan and Self Evaluation.</p>	<p>SLT/DG</p>	<p>Half-Termly</p>

<p>A/F) To improve progress in reading and writing - Higher % of pupils achieving ARE and GD in reading and writing</p>	<p>Teachers will use formative assessment information for this to respond to and adapt teaching to ensure correct pitch and range of activities.</p> <p>Interventions in place according to need and provided before/during/after school day where appropriate.</p> <p>Consistency of working walls in classrooms.</p> <p>All staff have a clear understanding of the outcomes and progress in reading and writing. Staff receive training to improve basic skills in writing</p> <p>EYFS/KS1 – input from KL</p> <p>Writing moderation (all year groups)</p> <p>Staff training – GD writing Train the trainer SPaG CPD – cascade to all staff</p> <p>Booster groups for targeted pupils</p>	<p>Pupils need a sound understanding of basic literacy skills to free the working memory to successfully apply higher order skills.</p> <p>Regular practice ensures consolidation.</p> <p>Additional interventions supporting specific concepts such as comprehension, sequencing actions, pronoun usage, categorization and grammar (+6mon EY/EEF)</p> <p>Evidence shows that on average, pupils make 2 additional months progress per year from extended school time or targeted use of pre and post school programs</p>	<p>These strands will be monitored weekly by teachers</p> <p>Skills monitored on a regular basis by subject leaders and SLT hold staff to account for progress in pupil progress meetings and weekly monitoring activities.</p> <p>Progress of pupils checked half-terminly.</p> <p>Assessments monitored closely and provision adapted accordingly</p> <p>Monitoring of programs implemented: Work scrutiny – Examples of best practice shared. Spelling teaching strategy updated – adhered to by all staff (monitored by SLT)</p>	<p>Teachers</p> <p>EH/DG</p>	<p>Weekly</p>
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<p>A/F) To improve progress in mathematics</p>	<p>Power maths used throughout KS1-2 to develop a mastery approach to the teaching of maths</p> <p>Teachers will use formative assessment information for this to respond to and adapt teaching to ensure correct pitch and range of activities</p> <p>Consistency of working walls in classrooms.</p> <p>All staff have a clear understanding of the outcomes and progress in reading and writing.</p> <p>Implement Symphony maths trial</p> <p>Booster groups for targeted pupils</p>	<p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. <p>Gaps identified in formative assessment allow for precise and targeted teacher to remedy these.</p> <p>Evidence shows that on average, pupils make 2 additional months progress per year from extended school time or targeted use of pre and post school programs</p>	<p>Skills monitored on a regular basis by subject leaders and SLT hold staff to account for progress in pupil progress meetings and weekly monitoring activities</p> <p>Progress of pupils checked half-termly</p> <p>Assessments monitored closely and provision adapted accordingly</p>	<p>Teachers</p> <p>AS/DG</p>	<p>Weekly</p>
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<p>B) To develop opportunities for oracy across the school.</p>	<p>Staff will encourage children to speak in sentences.</p> <p>CPD for all staff – ‘Communication friendly classrooms’ and ‘Supporting pupils with SaL needs’</p> <p>SaLT support for one day a week to work with children and support teachers.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p><u>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</u> <i>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</i></p> <p>It is important to develop and increase all pupils’ vocabularies.</p>	<p>Children with speech and language issues will be quickly identified and targeted intervention in place. Children will be able to access the curriculum due to support and strategies in place.</p>	<p>DG (SENCo)</p>	<p>Ongoing basis</p>
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<p>B) To embed and sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books.’</p> <p>To have rigorous approaches in place to ensure pupils read regularly.</p>	<p>Pupils will complete Accelerated Reader Comprehension Quizzes after each book they have read.</p> <p>All pupils will read 4 x per week.</p> <p>Encourage parents to become Reading volunteers will be used for 1:1s weekly</p> <p>Reading buddies across school</p>	<p>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>Each class to develop an engaging reading area linked to the topic and to encourage for reading for pleasure.</p> <p>Children to be engaged in daily reading sessions and access the school library regularly.</p>	<p>EH</p> <p>All teachers</p>	<p>Ongoing basis</p>
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<p>B) Pupils read regularly and have access to high quality texts within guided reading</p>	<p>Teachers will choose engaging texts.</p> <p>Enhance and develop the school library. Range of books and resources purchased.</p> <p>Outdoor reading areas developed and used across key stages</p> <p>Reading modelled for parents – guidance for home learning</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>Teachers will deliver quality guided reading sessions per week based on shared texts.</p>	<p>EH All teachers</p>	<p>Ongoing basis as part of English monitoring cycle.</p>
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<p>C Pupils can access learning in class because their social/emotional wellbeing, sense of belonging, feelings of safety and/security are met</p>	<p>School counsellor to engage with targeted pupils</p> <p>Structure PHSE curriculum in place</p>	<p>Research shows that use of counselling in schools leads to a significant impact on children's SEMH and in improving attitudes to learning and relationships in school</p>	<p>Weekly review with School Counsellor.</p> <p>Monitor take up of places and sessions with counsellor.</p> <p>Counsellor will liase with SENCo each week.</p> <p>PSHE lead to monitor emotional Well-being across the school.</p>	<p>DG VM</p>	<p>Half-Termly</p>
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	PSA to engage with outside agencies to support pupils/families.	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	PSA will report on actions each week and prioritise targeted pupils and families for support.	DG/MP	Weekly
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D) To improve the attendance of disadvantaged pupils.	<p>Disadvantaged pupils to be targeted to attend breakfast club where appropriate. Daily breakfast club to meet basic needs and ensure a smooth transition into school.</p> <p>Attendance tracked on a weekly basis, address with families and report findings to governing body</p> <p>School to follow attendance policy and work with LA Educational Welfare Officer to robustly address challenging cases.</p> <p>AHT 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.</p> <p>Breakfast clubs improve attendance/punctuality.</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>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 you can raise awareness of the implications of poor attendance and preempt possible attendance issues.</p>		<p>Attendance and punctuality of pupils monitored on daily basis.</p> <p>Records of LA attendance engagement/actions to be kept.</p> <p>Linked to attendance action plan – Govs to monitor actions on a termly basis.</p> <p>Attendance to be tracked weekly.</p> <p>Monitoring to be evaluated termly.</p> <p>Attendance action plan to be reviewed</p>

iii. Other approaches (Enrichment and experiences)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E) Pupils are exposed to a rich and varied curriculum and range of experiences across all key stages	Topics will be chosen based on the International Primary Curriculum (IPC) which is in line with the English National Curriculum	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific,	Subject leaders will monitor their subject and report termly to SLT and Governing Body	HT	Yearly
	Pupils will partake in cultural visits. Eg: to London, local museums, galleries, places of worship etc.	technical, social, physical and artistic learning. Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing program of trips and attendance.	HT	Yearly
Visitors will attend the school.		Meaningful experiences and contexts will enhance IPC approach.			

Monitoring Impact and review of spend

Staff member with designated responsibility for leading Pupil Premium

SENCO

Nominated Governor for PP

Dianne Gage

Helen Ashton

Alison Smith

from Summer

2019

Dates of PP strategy review and progress meetings:

Aut 2018 ~ November 2018

Spr 2019 ~ 7th February 2019

Sum 2019 ~ June 2019
