

## Pupil premium strategy statement (primary)



1. Summary information					
School	Yorke Mead Primary				
Academic Year	16/17	Total PP budget	£79,940	Date of most recent PP Review	Sept 2016
Total number of pupils	340	Number of pupils eligible for PP	56	Date for next PP Strategy Review	Jan 2017
2. Current attainment					
In 2016 10% of pupils, in a cohort of 30, were eligible for Pupil Premium Grant. 100% of pupils eligible for PPG were on the SEN register	<i>Pupils eligible for PPG attaining expected standard – Yorke Mead</i>	<i>Pupils not eligible for PPG attaining expected standard- YorkeMead</i>	<i>Pupils not eligible for PPG attaining expected standard (national average)</i>		
% achieving the expected standard in Reading	0%	78%	66%		
% achieving the expected standard in Writing	33%	96%	74%		
% achieving the expected standard in Maths	0%	93%	70%		
% achieving the expected standard in SPAG	33%	81%	72%		
<b>Progress for end of KS2 2016</b>	School			National Not PPG (National PPG)	
<b>Progress Measure in Reading</b>	-1.16 (Home-grown + 2.4)			0.0 (-0.72)	
<b>Progress Measure in Writing</b>	+1.34 (Home-grown +1.34)			0.0 (-0.23)	
<b>Progress Measure in Maths</b>	-4.11 (Home-grown -0.3)			0.0 (-0.52)	

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	A number of pupils eligible for Pupil Premium have complex SEND issues (50% of current yr 6 cohort and
<b>B.</b>	A number of pupils eligible for Pupil Premium have reduced speech, language, vocabulary and comprehension skills compared with other pupils (37% yr 6)
<b>C.</b>	A number of pupils eligible for Pupil Premium, identified as high ability, do not make the same progress as other pupils in KS2
<b>D.</b>	Some children eligible for Pupil Premium are effected by social, emotional and mental health issues as a result of attachment disorders

#### External barriers (issues which also require action outside school, such as low attendance rates)

#### 4. Outcomes (Desired outcomes and how they will be measured)

#### Success criteria

<b>A.</b>	All children eligible for pupil premium with SEND will make expected progress in reading, writing and mathematics. A number of pupils eligible for Pupil Premium are from families with parenting issues who require social care plans	Quality first teaching and an inclusive approach mean children eligible for PP and on SEND register have equal access to the curriculum. Children at risk of not making expected progress are discussed at half termly pupil progress meetings. Provision is adjusted in conjunction with SENCO with regular cycles of assess, plan, do and review. These children will have positive progress scores,
<b>B.</b>	Improve S&L, comprehension and vocabulary skills in all years, with a particular focus in KS2.	Pupils eligible for PP(with no SEND barrier) in Yrs 3, 4, 5 and 6 meet expected progress in SPAG, Reading
<b>C.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as "other" pupils identified as high ability across KS2 in reading, writing, maths and SPAG.
<b>D.</b>	The whole school approach to emotion coaching, key workers, well-being, and Pastoral Team will support children eligible for PP to feel secure and settled in school, ready to learn.	Children will have emotional literacy and be able to communicate their feelings, through a whole school approach such as outdoor learning, active learning, mindfulness, P4C and targeted individual therapeutic interventions used in and out of the class. This will contribute to a purposeful learning environment. These children will have increased confidence and resilience.

<b>E.</b>	Emotional and mental well-being will be supported in-house by trained staff in partnership with parents to improve parent confidence in supporting emotional and mental health needs.	Children with emotional and mental health needs will be supported effectively in school through a range of therapeutic strategies, reducing the need to refer children to CAMHS and allowing the individual children to be more ready to learn and improve progress. Children manage and recover to an emotional positive state quicker, and ready to learn.
<b>F.</b>	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	Through effective early intervention, the use of in-house Parent Support Worker, CAFs and TAFs, and access to other support agencies, there will be a reduction in families needing social care plans.

## 5. Planned expenditure

**Academic year**

**2016-17**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> Quality first teaching allows for pupils eligible for PP with SEND to participate fully in lessons and make expected progress and meet their termly targets in learning plans.	Provide additional teaching & learning opportunities with a qualified teacher through greater Teacher focus and additional teaching staff and trained Teaching Assistants.	Recent evidence suggests pupils who have access to a qualified Teacher make better progress than children working with a Teaching Assistant.	Teaching staff are held accountable for progress of children eligible for PP through half termly pupil progress meetings. All children eligible for PP have greater opportunities to work with the Teacher in guided sessions in core subjects.	Head/Deputy Head	Jan 17

	Provide additional teacher & learning opportunities through timed, planned intervention delivered by trained staff	Additional teaching and learning opportunities using timed interventions can have a moderate impact when the programmes are structured, timed and targeted at next steps in learning, through accurate assessment.	Provision mapped. Next steps in learning shared with pupils and parents. Children understand where they are what they still need to do using "Steps to Success" in interventions. Pupils engaged in metacognitive language	Deputy Head/SENCo	Half -Termly pupil progress meetings with Head, Deputy, SENCo, Teachers. Learning/Medical plans/targets reviewed termly and shared with parents and children. Pupil Voice, Assessment tracking termly
<b>B</b> Improve speech and language, comprehension and vocabulary skills years 3, 4, 5 and 6.	Staff training on delivering guided reading sessions to whole class with a focus on vocabulary and comprehension skills. Extend Elcon training to 2 more staff to be able to deliver high quality sp & lang interventions	New research shows that whole class teaching of reading focusing on the different assessment criteria, with a carefully planned timetable gives better outcomes than guided reading sessions.  Vocabulary a key focus in all subjects  Research shows using qualified staff to deliver interventions has better outcomes for pupils.	2 Insets to deliver training on whole class reading with feedback and reviews on effectiveness.  Observations of guided reading and sp & lang interventions by SLT and English lead.	English Lead/SENCo /Head	2 Insets by Oct half term – English lead  Additional Elcon TAs in place by July 17  Observations completed by Dec 16 – English lead /Head
<b>C</b> Improved progress for high attaining pupils in KS2	CPD on providing breadth and depth in curriculum  Quality feedback and marking  Teacher focus	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 in reading, writing and mathematics	CPD on depth in maths achieved through better opportunities to undertake open problems and embed maths across the curriculum. Inset January  High qualified TAs able to deliver small grps upper KS2  Additional teacher Yr 6 3 mornings  Book scrutinies / pupil voice by maths lead	Deputy Head  Maths Lead	Jan 17  Case studies will demonstrate effectiveness in each year grp  Progress on this target reported to Govs termly

<p><b>D</b></p> <p>Support for children eligible with PP to feel safe and settled in school ready to learn.</p>	<p>Whole school approach to emotional literacy</p> <p>Whole staff training on attachment disorder.</p> <p>P4C and mindfulness support whole school emotional literacy</p>	<p>Emotion Coaching is a research based strategy that has proved effective in a range of settings. Whole school CPD ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. Recent research makes links with attachment disorders and the subsequent negative behaviours. Research shows children can be more ready to learn if offered a variety of strategies to help them regulate, including mindfulness.</p>	<p>Observations by SLT ensure consistency of emotion coaching and delivery of P4c and mindfulness.</p> <p>Inset on Attachment Disorders to support children who find it difficult to regulate themselves.</p> <p>Pupil voice - termly</p>	<p>Head</p> <p>Deputy Head</p> <p>Assistant Head</p> <p>Pastoral Team</p>	<p>Jan 17</p> <p>Feedback from outside agencies also contributes to monitoring</p>
<p><b>E</b></p> <p>In-house team supports children build confidence at supporting emotional and mental health needs.</p>	<p>School identified as hub for social and emotional and behaviour strategies</p> <p>Pastoral Team of 3 staff trained in a range of therapeutic interventions School makes use of specialist support such as Play Therapist and Adoption Support advice.</p>	<p>Therapeutic interventions are research based and strategies suggested through specialist outside agencies such as post adoption team, ADVANCE, Play Therapist. Research through the Adoption Team shows that a wide range of strategies helps children who have difficulty managing to regulate themselves throughout the day.</p> <p>Vulnerable pupils in a less nurturing environment are known to perform less well than “other” children.</p>	<p>Vulnerable children identified and offered a range of strategies to suit need. e.g. key workers, play therapy, sensory garden, secure base work, bright stars, calm boxes, no carpet time, individual behaviour programmes, Link Books,</p>	<p>Pastoral TA x 3</p> <p>Head</p> <p>Deputy Head</p> <p>SENCo</p>	<p>Jan 17</p> <p>SENCo to support other schools wishing to visit</p> <p>Behaviour logs monitored termly</p>

<p><b>F</b></p> <p>To improve the capacity of parents to parent well.</p>	<p>School supports several families who are eligible for PP through CAFs, TAFs, and social care meetings.</p> <p>School employs a Parent Support Worker 3 days pr week to support parents with home visits and drop-ins and to signpost effective support</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>Parent Workshops for Early Years and KS2 to support children meet expectations in reading (and maths in KS2)</p> <p>Monitoring of parents accessing outside agency support, workshops, parenting classes by Deputy Head/Parent Support Worker</p>	<p>Deputy Head</p> <p>Parent Support Worker</p>	<p>October 17</p> <p>Case studies / CAFs / Social Care cases that step down will help indicate success of strategies.</p>
<p><b>Total budgeted cost</b></p>					
<p><b>Targeted support</b></p>					
<p><b>li Desired Outcome</b></p>					
<p>All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and mathematics.</p>	<p>Project X reading recovery scheme. Pre-Teach support Nurture/language groups in early years Wordshark to support spelling</p>				
<p><b>Total budgeted cost</b></p>					
<p><b>Other approaches</b></p>					

<b>ii Desired Outcome</b>					
<b>Total budgeted cost</b>	<div style="border: 1px solid black; padding: 5px;">           Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.         </div>				

<b>A. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
			<div style="border: 1px solid black; padding: 5px;">           For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why.         </div>	

Lessons learned may be about impact or implementation.

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

*From "Effective pupil premium reviews- A guide developed by the Teaching Schools Council" May2016*



## Annex 5: Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [EEF toolkit](#) provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The [EEF evaluation toolkit](#) helps schools to understand which approaches might work best for their pupils. The [Families of Schools database](#) is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.
- Ofsted's Jan 2013 report, [The pupil premium: how schools are spending funding successfully](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An [update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils](#) was published in July 2014.
- The [Pupil Premium Awards website](#) provides an inspirational insight into what successful schools are doing with their pupil premium.
- [Making Best Use of Teaching Assistants](#), published by the EEF, and [Teaching Assistants \(TAs\): a guide to good practice](#) by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.
- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his [Ten-point plan for spending the pupil premium successfully](#).
- NFER's research [Supporting the attainment of disadvantaged pupils](#) focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful (see figure 1 below).

Figure 1: What are the most effective ways to support disadvantaged pupils' achievement?

