



# Yorke Mead Primary School: Pupil premium strategy statement

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
Current attainment : end of KS2 2016					
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 – Yorke Mead</i>	<i>Pupils not eligible for PPG attaining expected standard (national average)</i>	
<b>% achieving the expected standard in Reading</b>		<b>0%</b>	<b>78%</b>	<b>66%</b>	
<b>% achieving the expected standard in Writing</b>		<b>33%</b>	<b>96%</b>	<b>74%</b>	
<b>% achieving the expected standard in Maths</b>		<b>0%</b>	<b>93%</b>	<b>70%</b>	
<b>% achieving the expected standard in SPAG</b>		<b>33%</b>	<b>81%</b>	<b>72%</b>	
Progress for end of KS2 2016		School		National Not PPG	(National PPG)
<b>Progress Measure in Reading</b>		-1.6 (Home-grown +2.4)		0	(-0.72)
<b>Progress Measure in Writing</b>		+1.34 (Home-grown +2.4)		0	(-0.23)
<b>Progress Measure in Maths</b> (Home-grown -0.3)		-4.11 (Home-grown -0.3)		0	(-0.52)
Barriers to future attainment (for pupils eligible for PP)					

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	A number of pupils eligible for Pupil Premium have complex SEND issues	
<b>B.</b>	A number of pupils eligible for Pupil Premium have reduced speech, language, vocabulary and comprehension skills	
<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	
<b>D.</b>	Some children eligible for Pupil Premium are effected by social, emotional and mental health issues as a result of	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress.	
<b>F.</b>	A number of pupils eligible for Pupil Premium are from families with parenting issues who require social care plans	

<b>Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and mathematics.	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.

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					
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?
<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

<p><b>B</b> Improve speech and language, comprehension and vocabulary skills years 3, 4, 5 and 6.</p>	<p>Staff training on delivering guided reading sessions to whole class with a focus on vocabulary and comprehension skills.</p>	<p>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.</p> <p>Vocabulary a key focus in all subjects</p> <p>Research shows using qualified staff to deliver interventions has</p>	<p>2 Insets to deliver training on whole class reading with feedback and reviews on effectiveness.</p> <p>Observations of guided reading and sp &amp; lang interventions by SLT and English lead.</p>	<p>English Lead/SENCo /Head</p>	<p>2 Insets by Oct half term – English lead</p> <p>Additional Elcon TAs in place by July 17</p> <p>Observations completed by Dec 16 – English lead /Head</p>
<p><b>C</b> Improved progress for high attaining pupils in KS2</p>	<p>CPD on providing breadth and depth in curriculum</p> <p>Quality feedback and marking</p> <p>Teacher focus</p>	<p>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</p>	<p>CPD on depth in maths achieved through better opportunities to undertake open problems and embed maths across the curriculum. Inset January</p> <p>New KS2 reading approach to ensure children able to meet new expectations and beyond</p>	<p>Deputy Head</p> <p>Maths Lead</p>	<p>Jan 17</p> <p>Case studies will demonstrate effectiveness in each year grp</p> <p>Progress on this target reported to Gobs termly</p>

<p><b>D</b> 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> 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</p> <p>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</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>
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Targetted Desired Outcome	CHOSEN ACTION	Evidence/Rationale for Approach	How will it be monitored	Staff Lead	
<p>All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and mathematics.</p>	<p>Extend Elcon training to 2 more staff to be able to deliver high quality sp &amp; lang interventions</p> <p>Pre-teach in all KS2 classes to develop subject specific vocab</p> <p>Personalised learning e.g. wordshark, Individual tablet &amp; clicker software to support writing</p> <p>Gross motor and fine motor interventions. Some 1:1 specialist programmes.</p> <p>Use of visual models in class &amp; learning walls</p> <p>Engagement with learning strategies through feedback &amp; marking, outdoor learning.</p> <p>Priority access to home learning support in school</p>	<p>Highly qualified Teaching Assistants deliver programmes with support and advice from external specialist support, e.g. speech &amp; Language, Colnbrook, Occupational Therapist</p> <p>TAs monitored and supported with training with an ongoing programme of CPD e.g. pre teach, grammar, guided writing, handwriting.</p> <p>Research shows children make better progress when support staff are well trained (Sutton Trust Toolkit)</p> <p>Outdoor Learning EEF (+5)</p> <p>EEF – Metacognition strategies (+8)</p>	<p>Observations are conducted by SLT and feedback to members of staff.</p> <p>CPD needs are planned and delivered with a focus linked to SDP</p> <p>Strengths are utilised for peer support.</p> <p>Weaknesses addressed through CPD or Performance Management</p> <p>Pupil Voice</p> <p>Pupil Progress Meetings half termly to ensure progress is good</p>	<p>INCO &amp; SENCO &amp; SLT</p>	<p>Reviewed half termly</p> <p>£15,500</p>



## What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

