



Pupil premium strategy statement: 2018/19

1. Summary information					
School	Yorke Mead				
Academic Year	2018/19	Total PP budget	£67,320.00 (indicative)	Date of most recent PP Review	Sept 18
Total number of pupils	415	Number of pupils eligible for PP	38 (indicative) Incl 8 Post Looked after chdn	Date for next internal review of this strategy	Jan 2019

2. ATTAINMENT KS2 2017				
Attainment for: 2018-2019	Pupils eligible for PP at YM	Non School	Non National	Gap National
% achieving expected standard or above in reading, writing and maths Cohort: 10 pupils	70%	84%		
% achieving expected standard or above in reading	80%	86%		
% achieving expected standard or above in writing	90%	90%		
% achieving expected standard or above in maths	90%	90%		
% achieving expected standard in SPAG test	90%	90%		
Average scores @ KS2 (cohort 10)	PPG	Non school	Non National	Gap with Non Nat
Average progress score (Reading/Maths)	+0.1	+1.2		
Average reading scaled score (PPG)	106.1	108.1		
Average SPAG scaled score	108.1	109.3		
Average maths scaled score	106.9	108.2		

ATTAINMENT AT KS1 2018									
July 18		Reading	Sch Non	Writing	Sch Non	Maths	Sch Non	R,W,M	Non
Total 10 chn Attaining Expected Standard		43%	79%	27%	83%	71%	77%	27%	73%

KS2 Closing gaps: Percentage of KS2 disadvantaged pupils (DVP) attaining the expected standard+ (EXS+) compared to national 'other' pupils in 2017/18

No in cohort: 2017 = 30 2018 = 60	School Year 6 % and number of <u>All</u> pupils at EXS+		School Year 6 % and number of <u>DVP</u> pupils at EXS+		School Year 6 % of <u>All</u> pupils achieving the higher standard in R & M/working at GDS in W		School Year 6 % and number of <u>DVP</u> pupils working at higher standard in R & M/working at GDS in W		<u>National Other</u> % working at EXS+		% Difference between School DVP pupils and National Other at EXS+	
	No of DVP: 2017 = 8 2018 = 10	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
	73% 22/30	85% 51/60	75% 6/8	80% 8/10	23% 7/30	42% 25/30	25% 2/8	30% 3/10	77	80	-2%	0%
	80% 24/30	90% 54/60	63% 5/8	90% 9/10	17% 5/30	35% 21/30	13% 1/8	20% 2/10	81	83	-18%	+7%
	80% 24/30	90% 54/60	63% 5/8	90% 9/10	20% 6/30	42% 25/30	0% 0/8	40% 4/10	80	81	-17%	+9%
	67% 20/30	82% 49/60	50% 4/8	70% 7/10	10% 3/30	20% 12/60	0% 0/8	20% 2/10	67	70	-17%	0%

KS1 Closing gaps: Percentage of KS1 disadvantaged pupils (DVP) attaining the expected standard+ compared to national 'other' pupils in 2017/18

No in Cohort: 2017 = 60 2018 = 59	School Year 2 % and number of <u>All</u> pupils at EXS+		School Year 2 % and number of <u>DVP</u> pupils at EXS+		School Year 2 % of <u>All</u> pupils working at GDS		School Year 2 % and no. of <u>DVP</u> working at GDS		National Other % working at EXS+		% <u>Difference</u> between School DVP pupils and National Other (EXS+)	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
No. of Disadvantaged: 2017 = 7 2018 = 7												
Reading	75% 45/60	75% 44/59	100% 7/7	43% 3/7	25% 15/60	31% 18/59	14% 1/7	0% 0/7	79%	78	+21	-35
Writing	68% 41/60	76% 45/59	100% 7/7	29% 2/7	13% 7/60	20% 12/59	14% 1/7	0% 0/7	72%	73	+28	-44
Maths	83% 50/60	76% 45/59	86% 6/7	71% 5/7	17% 8/60	24% 14/59	14% 1/7	0% 0/7	78%	79	+7	-8

YEAR 1 phonics check	School	FSM	National (Non PPG)	
Total 6 chld (4/6 SEND)		70% (Nat)	84% Nat Gap -14%	This cohort have high SEND needs. Analysis of intervention demonstrates that all children made progress in their scores.

Impact on Progress Across the School									
July 17	Read	Writ	Maths	% ARE July 18			% ARE July 17		
				R	W	M	R	W	M
Year 1- 6 pupils	+1.3	+1.3	+1.7	3/6	3/6	2/6			
Year 2- 9 pupils	+0.6	+0.5	+1.9	3/9	3/9	5/9			
Year 3- 7 pupils	+3.0	+3.0	+2.6	4/7	3/7	2/7	2/5	2/5	3/5
Year 4- 6 pupils	+1.5	-0.5	+0.5	2/6	2/6	2/6	7/13	9/13	11/13
Year 5- 15 pupils	-2.3	-3.0	-2.9	7/15	5/15	6/15	8/11	8/11	8/11

A focus on higher attaining pupils across the school, with a particular focus on children with PPG who were higher attainers at KS1, has resulted in better progress for these children. Under the new Herts assessment system, we are no longer calling children who are 1 box below ARE, "broadly ARE". They are now not counted in ARE and this has resulted on further focus on children who are at risk of not attaining ARE. We continue to see difficulties for children who have two barriers to learning –

particularly when they also have SEND.

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.	A number of disadvantaged children who have multiple vulnerabilities such as SEND, EAL have low attainment.	
B.	Higher prior attaining disadvantaged children do not always make the same progress as non-disadvantaged higher prior attaining pupils within KS2	
C.	Some pupils have additional social, emotional and mental health difficulties as a result of attachment disorder.	
D.	Some disadvantaged pupils have poor vocabulary and language skills, affecting reading and access across the curriculum	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Continued support for attendance remains in place to ensure attendance is above 96%	
F.	Circumstances at home affect emotional stability for children, routine and support. A number of families are supported through professional services.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For disadvantaged children who have multiple vulnerabilities such as SEND or EAL, to make good progress and close the gap with attainment.	Quality first teaching and an inclusive approach mean children eligible for PP and on SEND register have equal access to the curriculum and high Teacher focus and precise differentiation. 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.
B.	For higher prior attaining disadvantaged pupils to attain higher level scores at end of KS2	Teacher focus with high expectations and ensuring all pupils have access to a well-planned mastery curriculum across all areas of the curriculum so that learning is not limited. Develop pupil/teacher relationship through metacognitive strategies to support a love of learning.
C.	Emotional health and well-being will be supported through in-house trained staff in partnership with parents, to help children improve their ability to self-regulate, and be ready to learn and access the curriculum.	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, allowing children to be “ready to learn” and improve progress.
D.	Improve the attainment and progress of PPG children with additional vulnerabilities in reading.	Disadvantaged children with additional vulnerabilities will be well supported in reading through regular assessment and focussed next steps planning to develop their reading skills resulting in improved progress.
E.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%
F.	The capacity of families to parent well will be increased through early intervention and close working with a variety of agencies, including in-house support by Parent Support Worker, CAFS and led by senior leadership.	Through early intervention, CAFS and other agency support accessed by the school and Parent Support Worker, families will be supported reducing the need for intensive professional support escalating.

5. Planned expenditure

Academic year

2018/9

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?
<p>A 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</p>	<p>Provide additional teaching & learning opportunities with a qualified teacher through greater access to Teachers with a clear focus on raising attainment and progress for targeted children. Engaging children in metacognitive conversations to develop independent learning strategies. Feedback and marking supporting individual progress. Interventions continue to use “Steps to Success” with clear shared outcomes. Early Speech and language interventions improve vocabulary outcomes. 2 ELKAN trained TAs in school delivery individualised programmes.</p>	<p>FFT – Raising metacognitive language improves school readiness and independent learning strategies. Feedback Sutton Trust Toolkit +8 Speech &Lang Intervention Early Years +5</p>	<p>CPD – Inset 19/9/18 Pupil Voice Half termly pupil progress meetings with SLT Open, honest conversations, with a readiness to change actions if outcomes not being seen. Learning plans and success plans of vulnerable pupils shared with pupils and parents termly.</p>	<p>Deputy Head Senco</p>	<p>November 18 Termly Assessment</p>
<p>B Focus over 17/18 has seen most disadvantaged children in the school make similar progress to non-disadvantaged pupils, however there is still a gap where pupils have a double barrier to learning. The focus is to ensure the gap is narrowed, particularly in KS2.</p>	<p>The school has focussed CPD on the mastery curriculum in the core areas of learning, with a particular focus on clearly identified pupils to raise expectations, supported by collaborative opportunities to learn. Continue to build on culture of achievement for all, where no child is limited by group expectations. Any child can choose “ultra” and access mastery. Feedback successes Increased Teacher focus for individual identified children</p>	<p>Sutton Trust – mastery curriculum +5 - Collaborative learning - +5</p>	<p>Mastery curriculum inset Sept 17 English Inset – Sept 17 Data Training – all staff</p>	<p>Maths Lead English Lead Deputy/Head</p>	<p>November 18 Termly Termly Report to Gobs by Deputy Head</p>

<p>C The “readiness to learn” profile improves for most disadvantaged pupils who have emotional, social and mental health difficulties.</p>	<p>The school employs 3 pastoral assistants who support across EYFS, KS1 and KS2. Time is allocated to individual support, and there is flexibility to provide additional targeted when there is acute need. Skilled trained staff, allows an individual approach to therapeutic strategies. Homework and breakfast clubs provide priority places to support vulnerable parents.</p> <p>These approaches allow everyone the right to learn. Outdoor learning opportunities – Fully trained Forest School staff – all classes participate in Forest schools Whole school approach with emotion coaching and behaviour approach that focuses on “consequences” rather than “punishment” support children develop self-regulation strategies.</p>	<p>Metacognitive and self-regulation – Sutton Trust +8</p> <p>Outdoor Learning +4</p>	<p>Deputy Head has overview of all vulnerable pupils. Accountability to Head and Governors.</p> <p>Pastoral Team report weekly to Head</p> <p>Step On Training delivered to whole school, including Midday Supervisors.</p> <p>Pupil Voice – Termly</p> <p>Behaviour monitored by Phase Leaders & SLT</p>	<p>Deputy Head</p> <p>Senco</p>	<p>Termly</p> <p>September 18</p>
<p>D Pupils who are disadvantaged with an additional vulnerability will make accelerated progress in reading to improve attainment and reduce the gap.</p>	<p>EYFS and KS1 ensure vulnerable pupils are heard reading every day to make up for less reliable reading routines at home. Additional TA to support PPG reading in KS1</p> <p>Guided Reading groups ensure that these children have additional focus during the week + proven reading intervention lower KS2.</p> <p>Real Reading project to target most vulnerable. Highly individualised. Reading scheme has been upgraded and book banded so tracking progress is more precise. Reading for pleasure culture – Reading Incentive programme yr 1 – 6. Individualised letters to address non-compliance.</p>	<p>Reading and comprehension strategies Sutton Trust +5</p> <p>Phonics +4</p>	<p>English Advisor supporting yr 1 Teachers plan for targeted individuals with reading strategies</p> <p>English Advisor supporting guided reading in Reception</p> <p>KS2, continue to develop further precise differentiation to allow inclusive guided reading at the right level.</p> <p>Implement Fluency Project from Yr 1 into Reception using book bands and guided reading strategies supporting phonics and teacher precision with pitch and targeting.</p>	<p>English Lead</p>	<p>September 18</p> <p>October 18</p> <p>From Sept 18</p> <p>From Sept 18</p> <p>Termly report to Gobs On progress and gaps</p>

<p>E The attendance of some individual PPG children improves making average attendance scores above 96%</p>	<p>Topics will interest all children and especially PP children. They will include Topic immersion days and Forest school, Art/dt work and exciting activities throughout the term. e.g. Bastille Day, India Day, Aztec Day, First day phone-calls EWO involvement for persistent absenteeism</p>		<p>Topic webs will be shared with parents and be interesting. Topic days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.</p>		<p>September 2018</p>
<p>F More families can be supported via in-house support rather than through other outside agencies at higher levels.</p>	<p>School has a wide skills set to support families, Play Therapist, Adoption Services, Families First, ADVANCE – most accessed via CAFs set up via school.</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) Monitoring of parents accessing outside agency support, workshops, parenting classes by Deputy Head/Parent Support Worker</p>	<p>Leadership Team</p>	<p>Ongoing</p>

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?
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<p>A Quality first teaching allows for pupils eligible for PP with SEND or other vulnerability to participate fully in lessons and make expected progress and meet their termly targets in learning plans</p>	<p>Use of 2 Elklan trained staff to be able to deliver high quality sp & lang interventions. Pre-teach in all KS2 classes to develop subject specific vocab Personalised learning e.g. wordshark, Individual tablet & clicker software to support writing Gross motor and fine motor interventions. Some 1:1 specialist programmes. Use of visual models in class & learning walls Engagement with learning strategies through feedback & marking, outdoor learning. Priority access to home learning support in school.</p> <p>Additional Teacher focus to reduce reliance on TAs through a culture of metacognitive language</p>	<p>Highly qualified Teaching Assistants deliver programmes with support and advice from external specialist support, e.g. speech & Language, Colnbrook, Occupational Therapist TAs monitored and supported with training with an ongoing programme of CPD e.g. pre teach, grammar, guided writing, handwriting. Research shows children make better progress when support staff are well trained (Sutton Trust Toolkit) Full TA training CPD programme in place over year</p>	<p>Observations are conducted by SLT and feedback to members of staff. CPD needs are planned and delivered with a focus linked to SDP Strengths are utilised for peer support. Weaknesses addressed through CPD or Performance Management Pupil Voice Pupil Progress Meetings half termly to ensure progress is good</p> <p>Whole school approach to behaviour, metacognitive development of children monitored by SLT</p> <p>Step On Training – whole school</p>	<p>Deputy Head/SENCo – overview of TAs</p> <p>Head/Deputy – overview of Teachers</p> <p>Pupil Voice</p> <p>SENCo</p>	<p>Termly CPD programme for TAs ongoing</p> <p>Continued CPD for Teachers Ongoing</p> <p>Aut 18</p>
<p>B Higher attaining disadvantaged pupils make the same good progress as non-disadvantaged higher attaining pupils</p>	<p>Focus children in core areas CPD for breadth and challenge Mastery training Through CPD teachers will be confident at delivering daily lessons that involve access to mastery challenges with no limit on participation through children self-choosing challenges. Culture of children involved in metacognitive, self-regulation learning behaviours embedded throughout school, with clear focus on higher attaining disadvantaged children. Priority places for support in homework club. Mindfulness, P4C embedded in all classes. Pastoral Team of 3 to support pupils who struggle to self-regulate.</p>	<p>Sutton Trust research indicates that self-regulation and metacognitive strategies have +8 impact when fully embedded in school.</p>	<p>Half-termly pupil progress meeting addressing progress data and monitoring holding teacher to account.</p> <p>Monitoring that higher attainers choose to challenge themselves</p> <p>Training to support mastery curriculum</p>	<p>Deputy Head/Head</p> <p>Teachers/Subject Leaders</p> <p>Subject Leaders Termly monitoring cycle using pupil voice, observations, Learning walks</p>	<p>January 18 review post monitoring</p> <p>SLT monitoring half-termly</p> <p>Gov visits termly Report to Govs termly</p>

<p>C The “readiness to learn” profile improves for most disadvantaged pupils who have emotional, social and mental health difficulties.</p>	<p>School identified as hub for social and emotional and behaviour strategies 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>Transitions are highly managed, triggers monitored and effective support strategies implemented.</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. Vulnerable pupils in a less nurturing environment are known to perform less well.</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 Head Deputy Head SENCo</p>	<p>Performance Mngmnt Sept18 & review Jan 19</p>
<p>D Improve the attainment and progress of PPG children with additional vulnerabilities in reading.</p>	<p>Staff training on delivering guided reading sessions to whole class with a focus on vocabulary and comprehension skills, and questioning pitch appropriate to gaps and development. TA in KS1 to hear disadvantaged pupils where reading at home is sporadic. Reading incentive scheme – embedded and strengthened this year with greater Teacher focus on non-participation. Individualised reading programme for pupils who lack reading support at home. Intervention programmes that have proven effective e.g. Project X in lower KS2.</p>	<p>Research shows early reading skills are essential for better outcomes for pupils across the curriculum. Based on this school has increased its focus on children acquiring early phonics and fluency skills from Reception to yr 2.</p> <p>KS2 focus on “reading for pleasure” with greater emphasis on continued reading in school and at home.</p>	<p>Herts advisor training for Yr 1 teachers last year on guided reading with phonics linked to book banding, now being cascaded to Reception following good progress of targeted group. Further Herts advisor support to Reception and TAs this year.</p> <p>Address any weaknesses with an individual approach.</p>	<p>English Co-ordinator</p>	<p>Training Aut 18 Review progress Nov 19</p>
<p>E The attendance of PP children improves</p>	<p>EWO will be involved with families who’s attendance falls below 87%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. Pastoral Approach – successfully last year for several individuals, will continue. E.g. if not had breakfast, toast, or start day doing some office jobs before entering classroom. Awards are given to children who have ‘good’ attendance. If travel is an issue for families they will be offered ways to help.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>Head School Office Teachers</p>	<p>Ongoing weekly</p>

F More families can be supported via in-house support rather than through other outside agencies at higher levels.	School supports several families who are eligible for PP through CAFs, TAFs, and social care meetings. School employs a Parent Support Worker 3 days pr week to support parents with home visits and drop-ins and to signpost effective support				
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6. Review of expenditure

Previous Academic Year 17/18

(see reporting above)

(see reporting above)

Generally speaking, disadvantaged children make strong progress, and similar progress to non-disadvantaged children within the school. In every year there are individuals who have additional barriers and require an individualised approach.

The school has a very strong Pastoral ethos and is recognised in the community for its “caring” approach for children with a wide variety of needs, including social and emotional needs resulting in behaviours that require an individualised approach.

The school will continue to commit to a strong Pastoral Team to support disadvantaged children, and making use of a wide variety of in-house specialism to support metacognitive language skills, well-being, self-regulation, outdoor learning experiences, and access agencies through a pro-active SEND team and a supportive leadership team who run and attend many professional meetings for families.

Lessons Learnt

LESSONS LEARNT: Children with more than just the vulnerability of PPG, e.g. with a double barrier of SEND or EAL or Social and Emotional difficulties, are most at risk of not making good progress. Action must now prioritise these children with a more individual approach, additional access to Teacher and continue to develop good independent learning skills through an ethos of metacognitive language skills, self-regulation through pastoral approaches, and quality targeted teaching and learning at the right pitch.

Next Steps:

- Lessons learnt:
- Spelling in KS2 continues to require explicit timetabled teaching
- Times tables practice and explicit teaching will require monitoring to ensure children with PPG achieve the end of Yr 4 Times Tables test.
- Adjustments have been planned, for further planned differentiation greater Teacher focus to develop independent learning strategies.
- Focus in 18/19 will also be on higher prior attaining children with PPG to ensure they make good or better progress compared to non-disadvantaged high attaining children, thus achieving the high scores at KS1 and at KS2.
- Handwriting focus in Early Years and KS1 to support attainment in writing and spelling. In KS2 handwriting will require additional intervention programme.

Pastoral programmes already in place will continue through the Pastoral Team, and whole school approach to behaviour policy, focussed on “consequences” rather than “punishment” will continue with slight adjustments.

