



YENTON PRIMARY SCHOOL - Pupil premium strategy statement 2018-19

1. Summary information					
School	Yenton Primary				
Academic Year	2018-19	Total PP budget	£304,920 With LAC PP+ £307,220	Date of most recent PP Review	3/18
Total number of pupils	480	Number of pupils eligible for PP	219	Date for next internal review of this strategy	11/18

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	51%	70%
% making progress in reading	53%	75%
% making progress in writing	47%	63%
% making progress in maths	54%	73%

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.	Ensuring high achieving PP make accelerated progress.
B.	Ensure lower attaining Pupil Premium children make at least good progress
C.	Ensure lower attaining Pupil premium children make at least age related in reading, writing and maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent lateness/absenteeism of PP
E.	Deprivation in terms of cultural and social capital - Cultural capital includes parents' education, their involvement in their child's education and awareness of positive role modelling, their aspirations for their children, their awareness of the emotional and well-being needs of their children. Social capital includes the number of parents and other children in the household, family dynamics and stability, children's interactions at school, parents' interactions with the school and also wider community involvement

F.	Safeguarding concerns- Cause for concern incidents, children on CP/Think Family/CIN plans, children who re-enter Children's Safeguarding Services system after period of being removed.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Achieve higher figures of achievement of our PP pupils, with more achieving greater depth(in particular those with other recognised vulnerabilities in addition to the PP status) across both key stages.	Increase the number of pupil premium pupils reaching the expected standard and above, demonstrating expected and accelerated progress in line with NPP children and closing the gaps.
B.	Lower and middle achieving disadvantaged pupils to make better than expected progress so more reach the expected standard in KS2	Ensure that the lower achieving pupils make the expected standard
C.	Pupil Premium punctuality and attendance to be in line with other pupils and to reduce the number of persistent absentees and lates	Reduce non- attendance and lateness of pupil premium children/families
D.	Increased resilience leading to a rise in self- esteem, independence and development of growth mind- set to mitigate social and cultural deprivation.	Improved learning behaviours and self-motivation of PP pupils leading to greater rates of progress and attainment across both key stages.
E.	Maintain high quality pupil progress meetings across the school and target specific issues within weekly monitoring timetable, led by phase leaders. Focus on PP pupils and their rate of progress and attainment, planning for interventions specific to needs as required. Discussed at SLT throughout the academic year, and interventions cascaded.	All staff take a pro- active role in the assessment, moderation and progress planning for their classes and the quality of professional for PP. Teacher's to react to PP data quickly and effectively to ensure progress and closing of gaps.

5. Planned expenditure

Academic year

2018-19

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?
Higher rates of progress across both overall, but particularly for middle attaining pupils in reading and maths eligible for pupil premium in upper KS2	<p>Coaching cycle with a PP/Vulnerable pupil NPP FOCUS</p> <p>Half termly pupil progress meetings with all teachers to monitor progress of pupils and moderate judgements.</p> <p>Targeted PM sessions for higher ability carried out by DHT and HT for maths and reading with PP pupils in year.</p> <p>Experienced, additional teachers giving extra support within specific year groups where attainment issues have been recognised.</p>	<p>Good progress requires pupils to move through the curriculum at a predetermined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.</p>	<ul style="list-style-type: none"> • Staff meetings • Monitoring by Maths and English leads • Through Coaching • Assessment and pupil progress meeting 	<p>DHT AHTs Class teachers HLTAs TAs</p>	<p>Coaching Timetable</p> <p>Phase leader reports Half termly pupil progress meetings September 2018- Performance Management sessions</p>
<p>To increase parental engagement with all aspects of their childrens education- both academic, social and cultural.</p> <p>To increase parent awareness of attendance priorities.</p>	<p>Invite parents into a series of workshops focusing on learning strategies that can be used at home but also within the context of British Values aspiration and self-motivation.</p>	<p>It is important to engage the parents and make them aware of how they are able to support their children at home using the teaching and learning strategies that school use and promoting the NO OUTSIDERS ethos of the school.</p>	<p>To brief staff during phase meetings DHT to work alongside maths and literacy leads to ensure workshops are well planned and resourced. SG lead to work alongside staff in promoting British Values workshops and NO OUTSIDERS program. Parental feedback on workshops</p>	<p>Literacy and maths Leads Attendance lead SENCO/SG leads</p>	<p>July 2019</p>

<p>To increase motivation and independence through changing mindsets in children and adults. Broadening cultural capital and support social and emotional learning</p>	<p>Embed approaches into day-to-day pedagogy raising children's resilience and self belief in deferred gratification.</p> <p>Engagement with cross curricular subjects and transferring/applying skills in a range of contexts. Rich and diverse Wow experiences through the Cornerstones Curriculum.</p> <p>Use of TA to support behaviour difficulties throughout school on a day to day basis and keep disruption in lesson time to a minimum.</p> <p>Use of Lexia</p>	<p>School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches</p>	<p>Embed into coaching cycle so CPD is ongoing and continuous.</p>	<p>SLT</p>	<p>On going through coaching and monitoring</p>
<p>To ensure quality first provision for all</p>	<p>An evaluative coaching cycle and lesson studies based on in house action research to develop staff (led by aspects identified from internal monitoring).</p>	<p>Quality of teaching - 100% good or better. Consistency is in place across phases T4W show consistency in marking Maths has been monitored and evaluated- this has led to changes to how this is taught in order to have a greater impact</p>	<p>Cycle of coaching has been altered to ensure monitoring of key groups is included</p> <p>Leadership coaching has also been introduced to develop middle leaders and new leaders.</p>	<p>HTs/Phase Leaders</p>	<p>Phase leaders have weekly time allocated for moderation and learning walks. Time set aside for phase meetings each half term.</p>
Total budgeted cost					
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?

To target support to improve attitudes to learning and social relationships in school.	Behavioural support Pupil and school support EP Therapist Mentor Link Speech and Language support Use of 4 HLTAs	Specialised support targeted at children with particular social or emotional problems. Use of programmes which appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Specialist outside agency help and training for all staff DHT/SENCO/SG lead to monitor mentor interventions Inclusion Lead to monitor	DHT/SENCO/Inclusion lead	Ongoing- half termly
Improved progress overall, but focus on middle attaining pupils in reading and maths.	Additional teacher in each year group to reduce class sizes for maths and English . Breakfast club interventions Year 6 maths. Targeted intervention delivered by HLTAs and TAs in the afternoons. Voluntary reading service- Beanstalk.Cover costs of pupil Progress meetings.	Research suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Agree targets on which to work towards for individual pupils on a half termly basis and mix groups appropriately for small group intervention. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	AHTs Inclusion Lead CT	March 2019/ ongoing
Promote high figures of achievement of our PP pupils, with more achieving greater depth	Embed White Rose Maths, especially in key stage 1 Same Day Catch Up TA catch up/interventions Intervention Year 6	TAs / Teachers both to ensure daily interventions are targeted at those identified during lessons as requiring additional support at whatever level of achievement,	Coaching, pupil work, pupil outcomes	CT/SLT	Pupil Progress meetings Coaching cycles

iii. Other approaches

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?
Increased attendance rates. Pupil Premium	Rewards for good attendance weekly, half	School data shows attendance is closing the gap with national using this initiative	Attendance Lead to ensure prizes are promoted through regular attendance	DHT/Attendance officer	Ongoing/half termly

punctuality and attendance to be in line with other pupils and to reduce the number of persistent absentees	year and whole year Review punctuality and look at strategies Analysis of data for spotlighting and parent meetings to reduce absence. First day phone calls / absence coding Fast track to attendance	Attendance data shows punctuality is a growing issue to be addressed Ofsted report indicated issues surrounding attendance, especially for FSM. This gap is closing as a result of the caseload work .	assemblies. Attendance Lead and officer to meet parents regularly to ensure avoidance of fines through increased attendance and to liaise with the local authority where attendance continues to be a concern.		
Pupils have limited life experiences	WOW experiences for Cornerstones Curriculum Theatre and cinema trips Year 4 music tuition and individual lessons	Developing life experiences for all our children but especially Pupil Premium	Funding provided - each year group has a BUDGET	CT/PLs	Sept 2018 onwards
Pupils have limited in role models and knowing life opportunities which could be there for them due to context of community	Teamworx STEM work G and T workshops Parliament Week activities – social and cultural links	Developing aspirations Link with outside agencies for support in school	No Outsiders resources Parliament education service	DHT	Sept onwards