

Pupil premium strategy statement

1. Summary information					
School	Yealmpton Primary School				
Academic Year	2018- 2019	Total PP budget	£20,392	Date of most recent PP Review	October 2018
Total number of pupils	167	Number of pupils eligible for PP	16	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	77% ARE	64% Year 6 ARE 65% Year 2 ARE
% making progress in reading	83% ARE	75% Year 6 ARE 76% Year 2 ARE
% making progress in writing	83% ARE	78%Year 6 ARE 70% Year 2 ARE
% making progress in maths	94 % ARE	76%Year 6 ARE 76%Year 2 ARE

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
2018 – 2019 In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p>EYFS and KS1 children :</p> <ul style="list-style-type: none"> • Under achievement in spelling and phonic knowledge due to gaps in their phonic knowledge • Year 1 PP did not all pass the Year 1 phonic screening test. • Accelerating acquisition of reading tricky and year group words • Additional support required to secure grammar, punctuation, handwriting and composition • Additional support required to secure editing skills • Daily reading one to one support to develop sight vocabulary , and comprehension skills
B.	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • Under achievement in spelling due to gaps in their phonic knowledge • Additional support required to secure grammar, punctuation, handwriting and composition • Additional support required to secure editing skills • Focussed work and challenge to be greater depth in writing
C.	Engagement in reading is lower in some PP children than those who are not which affects their progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<ul style="list-style-type: none"> • Financial support to attend R

4. Desired outcomes 2019		
	Desired outcomes and how they will be measured	Success criteria
A.	EYFS and KS1 children are unable to : <ul style="list-style-type: none"> • Participate in catch up programmes to accelerate acquisition of year group spelling • Accelerate phonic understanding and application in both reading and spelling • Provide matched toolkits to enable children to independently apply their writing skills 	<ul style="list-style-type: none"> • Make expected progress by the end of the year from their starting points. • Achieve their end of year reading and writing target.
B.	KS2 children are unable to : <ul style="list-style-type: none"> • Spell in line with the year group expectations • Conferencing enables children to widen their editing skills in writing • Independently apply their writing skills across the curriculum 	<ul style="list-style-type: none"> • Make expected progress by the end of the year from their starting points. • Achieve their end of year reading and writing target.
C.	Increase progress in reading	<ul style="list-style-type: none"> • Accelerated Reader self-assessments help pupils think about their own learning more explicitly, teaching them specific strategies to develop understanding
D.	All PP children are able to attend Residential	<ul style="list-style-type: none"> • Social and emotional development • Life experiences widened

5. Planned expenditure

Academic year **2018- 2019**

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?
See above A and B	Track and monitor progress of all disadvantaged children	<ul style="list-style-type: none"> • Use assessment for learning to plan any interventions necessary for all abilities. • Maintain PP children as a high profile group across the school. 	<ul style="list-style-type: none"> • Discuss at pupil progress meetings and put in individualised strategies for those who are at risk of underachieving. 	L Young working with class teachers	October 2018 and half termly
See above C	<ul style="list-style-type: none"> • Discreet timetable • Subject Leader to promote reading in assemblies with new reading bracelets 	<ul style="list-style-type: none"> • Teaching strategies will encourage maximum active participation for all children including those eligible for PP • Children will show resilience. 	<ul style="list-style-type: none"> • Subject Leader Monitoring • Track and monitor progress of all disadvantaged children 	N Harris	Weekly review and half termly adjustment to programmes Reading Assessment Points Autumn , Spring and Summer

ii. Targeted support 2018 – 2019					
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?
See A and B Plan <ul style="list-style-type: none"> To improve the % of PP children working at the expected year group standard. Improved progress for potential GD 	Weekly small group sessions in phonics with experienced teacher, in addition to standard lessons. Weekly small group grammar sessions.	<ul style="list-style-type: none"> Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. 	<ul style="list-style-type: none"> Extra teaching time and preparation time paid for out of PP budget. Impact overseen by Assessment Co-ordinator and PP Co-ordinator Class teachers to engage with parents and pupils before intervention begin to address a 	LY NC	Monitored at MAT assessment points October 2017 February 2018 June 2018 Teacher Assessments
Total budgeted cost					A and B £19,033
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?
See C Plan % increase in the progress of reading	Accelerated Reader Programme	Teaching and Learning Toolkit Education Endowment Foundation High impact : metacognition and self -regulation	<ul style="list-style-type: none"> Track and monitor progress of all disadvantaged children so as to plan any interventions necessary for all abilities. Maintain PP children as a high profile group across the school. 	N Harris	Evaluation end of each term
See D Plan Residential Participation	Heatree Devon	Equal access to all	<ul style="list-style-type: none"> Promotion 	L Young	Close Partnership work with families
Total budgeted cost					C £909.00 D £450.00

6. Review of expenditure 2017 – 2018

Previous Academic Year	£30,783
-------------------------------	----------------

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Action A. To ensure that each individual child makes the best	<ul style="list-style-type: none"> • KS1 and KS2 Some children are unable to spell in line with age related expectations • Some children need support to achieve GD in writing 	Strategies will continue to ensure that each individual child makes the best progress from individual starting points.	This will continue	£24,248
Action B.Children develop resilience Deepen skills and understanding	<ul style="list-style-type: none"> • Supporting children within classroom to access curriculum, transition times, pre – teaching and catch up • Thrive emotional well-being development 	This has proved very successful with growth in confidence and mind set	This will continue, costs planned within other budget lines 2018- 2019	£ 8,496.14 2016 – 2017

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Action A . Improved progress for specific groups of pupils at all levels of attainment	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	All children made progress from starting points See overall data at the beginning of report	Close weekly liaison with class teachers intervention begins to address any concerns and application	£24,248
Action B. Thrive plans TA support in class	THRIVE has been well documented to help children who may be have been disadvantage e.g. to help them independently regulate their emotions. Some of the children need targeted support to catch up.	Screening and evaluation have shown that they may benefit from the THRIVE approach Progress accelerated and secured	Close weekly liaison with class teachers so strategies developed can be supported within class	8,496.14

iii. Other approaches

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