



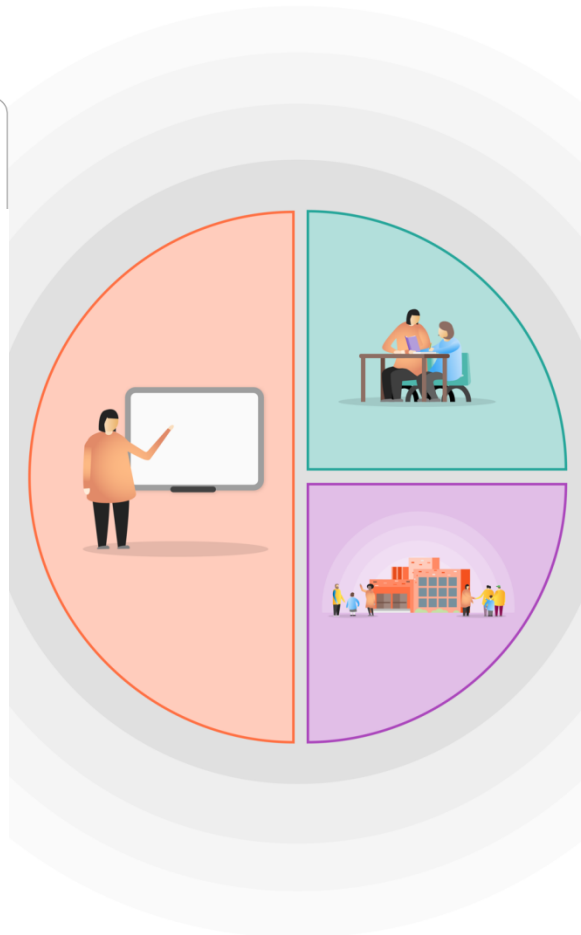
Pupil Premium Strategy 2020-2021 Plan 2019 - 2020 Review

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

The three tier overview

1 Teaching

- Quality First Teaching:
 - Planning and Assessment
 - Explicit differentiation
 - Feedback and Marking
- Mastery Curriculum
 - Accelerated Reader
 - Writing
 - Maths
 - Oracy
- Coaching Inclusive Leadership
 - Book Looks
 - Planning Looks
- Achievement for All:
 - Provision to close the gap
 - Structured Conversations



2 Targeted academic support

- Pre and post teaching
- Phonological awareness
- Precision Teaching
- Catch up intervention

3 Wider strategies

- Boxall Support (SEMH)
- Access to the full curriculum
 - Wild Tribe Learning
 - First for Sport

School overview

Metric	Data
School name	Yealmpton Primary School
Pupils in school	175
Proportion of disadvantaged pupils	18 %
Pupil premium allocation this academic year	£30,149
Academic year or years covered by statement	2020 – 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Local Governing Board
Pupil premium lead	Louise Young
Governor lead	Emily Street

Disadvantaged pupil performance overview for the last academic year

Measure	Score Due to COVID
Reading	No data available
Writing	No data available
Maths	No data available

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	No data available
Achieving high standard at KS2 RWM	No data available

Measure	Activity
Priority 1	<p>Develop quality first teaching and learning across all classes</p> <ul style="list-style-type: none"> - Ensure that new members of staff have a shared understanding of Yealmpton key principles of teaching and learning and the ethos of the school delivery a mastery curriculum in Maths and English and using Cornerstone Foundation Curriculum. <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Prediction, Questioning, Clarifying, Summarising, Inference, Activating Prior Knowledge. - Oracy and Vocabulary Development Training <p>Achievement for All</p> <ul style="list-style-type: none"> - Developing Subject Leaders inclusive leadership and coaching skills. - Developing Structured Conversations with parents to support learning at home/class. - Ensure all teachers/teaching assistants receive support through the programme. <p>Outcomes measured</p> <p>Through lesson observations, pupil progress meetings, data outcomes and book looks Barriers to learning will be addressed.</p>
Priority 2	<p>Precision Teaching</p> <ul style="list-style-type: none"> - Training by Educational Psychologist for teacher's and TAs - Research shows that high quality teaching for all will benefit SEND children too but there is also specific intervention for some as identified on external reports e.g. writing slopes, wobble cushions, precision teaching interventions, comic strips etc. <p>Catch up intervention</p> <ul style="list-style-type: none"> - Following effective diagnostic assessment individual or group tuition will be organised. This will include a focus on phonics and will be connected with learning in class. For some children, this strategy is needed in addition to high-quality first-class teaching. Research shows that this is an effective way to close the gap.
Priority 3	<p>Boxall Training</p> <ul style="list-style-type: none"> - Support and achievable targets for social and emotional aptitudes.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Baseline assessment low levels of speech and language, particularly vocabulary. - Low KS1 outcomes for PP children in reading , writing and maths - Parental engagement - Lack of resilience & self-confidence when approaching work, which is affecting children's academic progress. - Social and emotional difficulties, including attendance.
Projected spending	£30,149

Teaching priorities for current academic year

Aim	Target	Target date
To increase the progress and attainment of disadvantaged pupils in the EYFS.	To ensure that a higher proportion of disadvantaged pupils meet the Good Level of Development criteria by the end of EYFS through targeted support and intervention work.	July 2021
To increase the number of disadvantaged pupils meeting the phonics screening standard.	Increase the % of disadvantaged pupils meeting the required standard of the phonics screening check.	July 2021
To increase the progress and attainment in reading, writing and maths at the end of KS1.	Increase the % of disadvantaged pupils achieving the expected standard in reading and writing at the end of KS1.	July 2021
To increase the progress in maths, reading and writing at the end of Year 6 and in year progress.	Increase the % of disadvantaged pupils achieving ARE or above in maths at the end of KS2.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Reading</p> <ul style="list-style-type: none"> - Purchasing decodable stories and on line books for comprehension - Use of accelerated reader to encourage / motivate KS2 children with reading <p>Maths</p> <ul style="list-style-type: none"> - Use of Times Tables Rock Stars and Numbots to develop fluency skills and the percentage of disadvantaged children passing the Times Table Test in Year 4.
Priority 2	<p>Training Precision Teaching</p> <p>Class provision maps track children acquiring accuracy and fluency in key skills. (RWM)</p>
Priority 3	<p>Boxall Profile Training</p> <ul style="list-style-type: none"> - Social, Emotional support of vulnerable children - Low self-esteem and resilience. - A number of pupils eligible for Pupil Premium support have emotional, social or special educational needs which can impact upon their learning and the progress that they make in class.
Barriers to learning these priorities address	<p>Fluency in mathematics</p> <p>Reading comprehension skills</p> <p>Self-esteem and self-efficacy</p>
Projected spending	Pupil Premium Strategy supported by CPD and Curriculum Spends £5.000

Wider strategies for current academic year

Measure	Activity
Priority 3	<p>Boxall (SEMH)</p> <ul style="list-style-type: none"> - Creating and embedding school approaches to improve access to learning.
Priority 3	<p>Wild Tribe</p> <p>Embed outdoor learning to promote resilience and problem solving skills.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lack of parental engagement. - High rates of absence for pivotal pupils
Projected spending	Wild tribe spend linked to Sports Premium Strategy

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> - Ensuring all children have full access to the curriculum and appropriate support to make good progress. - Engaging home support and building relationships to enable this. 	<ul style="list-style-type: none"> - Inset to develop pitch and match of curriculum. - Regular monitoring of provision in place for targeted pupils. - Regular and effective attendance reviews.
Targeted support	<ul style="list-style-type: none"> - Ensuring sufficient time for the Pupil Premium lead to effectively run precision teaching support. - Engaging home support and building relationships to enable raised aspirations. 	Pupil Premium lead to plan across the week designated teaching time.
Wider strategies	<ul style="list-style-type: none"> - Ensuring all children have full access to weekly outdoor learning curriculum. 	<ul style="list-style-type: none"> - Teachers develop progression of knowledge and skills in Wild tribe outdoor planning.

Review: last year's aims and outcomes

Aim	Outcome
High quality oracy teaching and learning improves understanding all pupils.	<ul style="list-style-type: none"> - Oracy training completed - Initial introduction of Oracy teaching resources/ strategies
Personalised interventions	<ul style="list-style-type: none"> - Closing the gap in assessments prior to COVID 19 - No end of year data available
Through coaching support, all leaders within the school are developing leadership capacity to develop practice across the school. In its school improvement planning the school evidences its vision for, and strong focus on, the aspirations, access and achievement of all pupils	<ul style="list-style-type: none"> - Positive WeST Quality Review Term 3 2020 - Subject Leaders published Intent, Implementation and Impact statements and Curriculum progression of skills and knowledge
Children's vocabulary will be enhanced by explicit teaching	<ul style="list-style-type: none"> - Vocabulary training completed and classroom resources implemented - Continuation of vocabulary teaching and development of consistency of approach.
All key teachers have developed the skills and confidence to hold Structured Conversations three times a year.	<ul style="list-style-type: none"> - Achievement for All training completed. - Preparation for first parent meetings completed and postponed due to COVID 19. - During school closure weekly parent phone calls to support vulnerable.