

Pupil premium strategy statement 2019-2020

1. Summary information					
School	Yealmpton Primary School				
Academic Year	2019 - 2020	Total PP budget	£28,890	Date of most recent PP Review	Sept 2019
Total number of pupils	177	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Termly 2019 - 2020

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	Year 6 0% pupils PP (All School Pupils 61%)	2019 65 % RWM ARE
% making progress in reading	Year 6 PP 67% expected progress (All School pupils 0.1 progress)	2019 73% ARE
% making progress in writing	Year 6 PP 100% expected progress (All school pupils 0.4 progress)	2018 78% ARE
% making progress in maths	Year 6 PP 100% expected progress (All school pupils 1.6 progress)	2019 79% ARE

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
	2019 – 2020 In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
A.	Communication and oral language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. This is also the case for children throughout the school.
B.	English key skills are lower for some pupils eligible for PP than other pupils. This is the case for children throughout the school, e.g. spelling, phonics, and reading.
C.	Teaching strategies need to embrace all groups of children in every session and encourage active participation by not allowing any 'coasting'. Some PP children can lack resilience and need to over learn skills to secure understanding.
D.	Vocabulary used in the classroom can be a barrier if children do not understand or if the vocabulary is outside their life experience.
	External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
E.	Parental engagement <ul style="list-style-type: none"> Supporting parents with home/ school learning

4. Desired outcomes 2020 <i>(Desired outcomes and how they will be measured)</i> (Success Criteria)		
A.	Speech, Language and Communication Needs (SLCN), <ul style="list-style-type: none"> High quality oracy teaching and learning improves understanding all pupils. 	<ul style="list-style-type: none"> Children throughout the school have developed oracy skills.
B.	Personalised interventions	<ul style="list-style-type: none"> Assessment data – children achieving expected progress
C.	<ul style="list-style-type: none"> 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. Accurate assessment and tracking systems are in place. Data on the progress of the target cohorts is analysed regularly and leads to strategic improvements in teaching. Senior leaders ensure there is a robust moderation process in place to secure the reliability and validity of teacher assessments. Teaching strategies will remove any glass ceiling and will encourage maximum active participation for all children including those eligible for PP. 	<ul style="list-style-type: none"> Children will show resilience. All children will be actively engaged in learning, will demonstrate resilience and will aim high. This will be evidenced through observation, monitoring and pupil voice. Closing the Gap: Vulnerable groups make at least expected progress and are closing the gap with their peers. High profile is given to the progress of the lowest achieving pupils across all staff in school. Accurate assessment and tracking.

D.	Children's vocabulary will be enhanced by explicit teaching	Lesson observations, learning walks and monitoring is improving learning outcomes standards
E.	<ul style="list-style-type: none"> All key teachers have developed the skills and confidence to hold Structured Conversations three times a year. Parents and Carers are offered a range of times and venues for Structured Conversations. Appropriate academic and extra-curricular targets, teaching and learning strategies and additional interventions are agreed during the Structured Conversation meetings. 	<ul style="list-style-type: none"> Raise awareness of suitable resources and training to support teachers and Parents and Carers in the implementation of the Code of Practice linked to Structured Conversation.

5. Planned expenditure

Academic year 2019-20	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.	ii. 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 Developing oracy will raise standards across the board as all children will have the language to express themselves and will be able to develop their oracy skills for life.	Lead Oracy in maths to grow confident, reflective, critical thinkers Lead CPD to revisit critical thinking and why it's important	Research has found that good oracy leads to higher order thinking and understanding. EEF Research Strategy	Consistent use of progressive challenging stem sentences to support purposeful talk in lessons used across the school To increase participation and talk Successful strategies can be observed and see examples of good practice.	R Pepper working with class teachers	Through lesson observations and pupil talks, children can confidently talk and think for themselves, explaining and justifying their own ideas
See above B Personalised Interventions	Track and monitor progress of all disadvantaged children and plan any interventions necessary for all abilities	Communal understanding and prioritising keeps the PP children at the forefront of the minds of all staff. Following researched strategies ensures that there is an evidence base for all actions.	Maintain PP children as a high profile group across the school.	All staff	On-going monitoring at least half termly on an on-going basis
See above C Leadership for Inclusion	Staff training led by Achievement for All coach Coaching Term 3	In its school improvement planning the school evidences its vision for, and strong focus on, the aspirations, access and achievement of all pupils.	Evaluation of the impact of the Achievement for All Schools Programme is incorporated into the school review cycle of lesson observations, learning walks, and work scrutiny.	All staff	School monitoring and evaluation systems show a sustained improvement in high quality of teaching and learning since the start of the Achievement for All School
See above D Vocabulary	Staff training English Consultant English Subject Leader to lead follow up sessions	The Why Closing the Word Gap Matters report (May 2018) Word rich pupils supports achievement	The teacher has the experience to identify misconceptions and gaps in knowledge and will be able to act with swift impact.	All staff	Book Monitors show that writing outcomes have improved from earlier sequences of learning. Children can explain the meaning of words in context.
See above E Structured Conversations	Staff Training led by Achievement for All coach Term 2 2019	To involve parents in discussing their child's achievements and agree how we can support further progress together	Small achievable steps agreed	All staff	Structured Conversations termly
Total Budget	£28,890				

Review 2018 – 2019 In-school barriers		
A.	EYFS and KS1 children : <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.	Key Stage 2: <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 (issues which also require action outside school, such as low attendance rates)		
D.	<ul style="list-style-type: none"> • Financial support to attend Residential 	
5. Desired outcomes 2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
F.	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 or other key skills • Accelerate phonic understanding and application in both reading and spelling • Provide matched toolkits to enable independence in writing skills 	Current Attainment PP pupils 2018 – 2019 <ul style="list-style-type: none"> • Year 2 Write 50% Read 67% Maths 50% • Year 1 Phonic Screening : 67 % • Year 1 Read Write and Maths 100% • EYFS 100% Good Level of Development Costs : As forecast
G.	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 there are writing skills across the curriculum 	Current Attainment PP pupils 2018 – 2019 <ul style="list-style-type: none"> • Year 5 Write 75% Read 75% Maths 75%% • Year 4 Write 75% Read 100% Maths 100% • Year 3 Read Write and Maths 100% Costs : As forecast
H.	Increase progress in reading	<ul style="list-style-type: none"> • Accelerated Reader self-assessments supported pupils think about their own learning explicitly, teaching specific strategies to develop understanding Evaluation / Impact : See above Costs : As forecast
I.	All PP children are able to attend Residential	<ul style="list-style-type: none"> • Social and emotional development and Life experiences widened Evaluation / Impact <ul style="list-style-type: none"> • Children supported to participate in residential