

Pupil premium strategy statement

School overview

Metric	Data
School name	Yardley Primary School
Pupils in school	848
Proportion of disadvantaged pupils	265 – 31%
Pupil premium allocation this academic year	£345,840
Academic year or years covered by statement	2019-2020.
Publish date	October 2019
Review date	July 2019
Statement authorised by	G Moore
Pupil premium lead	D Harvey
Governor lead	S Barlow

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.5
Writing	-0.7
Maths	0.5

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	64.3% of the PP children
Achieving high standard at KS2	7.1% of the PP children
Measure	Activity
Priority 1	To sustain a good level of progress in reading by ensuring all staff are delivering skill focused lessons which meet the needs of all pupils.
Priority 2	To sustain a good level of progress in writing by ensuring all staff plan and deliver writing activities across the curriculum.
Barriers to learning these priorities address	Fundamental writing skills (basic skills) for children with PP are below that of the national average. Language development for all children, specifically PP

	children is below that of the national average.
Projected spending	£122,235

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	To continue to manage the mental health and wellbeing of children	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	To sustain a good level of progress in reading by ensuring all staff are delivering skill focused lessons which meet the needs of all pupils.
Priority 2	To sustain a good level of progress in writing by ensuring all staff plan and deliver writing activities across the curriculum.
Barriers to learning these priorities address	Fundamental writing skills (basic skills) for children with PP are below that of the national average. Language development for all children, specifically PP children is below that of the national average.
Projected spending	£122,235

Targeted academic support for current academic year

Measure	Activity
Priority 1	Teaching assistants to be trained and then implement reading interventions adopting the 'Echo' approach. Each class to send home 'Backpack book' and activities.
Priority 2	To ensure all staff are aware of the end of key stage expectations in writing and are given the opportunity to

	utilise exemplification materials and moderate regularly.
Barriers to learning these priorities address	Encouraging a culture of reading for pleasure and enjoyment in school and at home. Lack of exposure and life experiences which limits pupil's ability to use and explain a more complex language rich environment outside of school.
Projected spending	£122,235

Wider strategies for current academic year

Measure	Activity
Priority 1	To create a whole-school language rich environment
Priority 2	To raise the profile of mental health and wellbeing across the whole school.
Barriers to learning these priorities address	Children enter EYFS with language levels which are significantly below that of their peers. Increased profile of mental health and wellbeing due to home lifestyles and parenting capacity.
Projected spending	£61,630

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by non-class based staff.
Targeted support	Ensuring all support staff and new-to-year-group staff are supported to deliver targeted interventions	Support with timetabled and ensuring subject leads are proactive in coaching and offering support.
Wider strategies	Engaging the families facing most challenges	Ensuring SLT presence throughout the day and using prior knowledge of families and staff relationships.

Review: last year's aims and outcomes

Aim	Outcome
Attainment and progress in reading	Reading attainment in both Key stages was above the national average for PP children achieving expected and greater depth. Progress score in reading has improved and

	has moved closer to the national benchmark.
Attainment and progress in writing	Writing attainment in both Key stages was above the national average for PP children achieving expected and greater depth. Progress score in writing has improved and has moved closer to the national benchmark.
Attainment in phonics.	Attainment for PP children was 67% and is an area that will continued to be developed with staff training and intervention groups this academic year.