

Pupil premium strategy statement (primary)

1. Summary information					
School	Yardley Primary School				
Academic Year	2019-2020	Total PP budget	£349,800	Date of most recent PP Review	n/a
Total number of pupils	848	Number of pupils eligible for PP	265	Date for next internal review of this strategy	March 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	64.3%	64.8%
Average progress score in reading	-1.5	Birmingham: -0.50
Average progress score in writing	-0.7	Birmingham: -0.50
Average progress score in maths	0.5	Birmingham: -0.30

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.	Language development for all children, specifically PP children is below that of the national average.
B.	Fundamental writing skills (basic skills) for children with PP are below that of the national average.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	External factors and home life are affecting many children eligible for PP and this is impacting on their self-esteem and self-belief.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the % of PP children reaching the national standard and greater depth in reading at KS2 continues to stay in line with the national average.	<p>Targets set for all children are challenging and ensure progression of skills. Consistently good or better quality first teaching and interventions across the whole school. Whole school CPD/ training to ensure consistent approaches to the teaching of vocabulary and reading skills. EYFS teachers ensure all elements of the ELG are embedded and to share good practice with all staff to ensure consistent teaching for all children. Ongoing all staff CPD of relevant reading interventions. All assessment are moderated and ratified to ensure good or better outcomes for all children. PP reading back packs.</p>
	For the % of PP reaching the expected standard in the Y1 phonics check is in line with the national average.	
B.	For the % of PP children reaching the national standard and greater depth in writing at KS2 continues to stay in line with the national average.	<p>Targets set for all children are challenging and ensure progression of skills. Consistently good or better quality first teaching and interventions across the whole school. Whole school CPD/ training to ensure consistent approaches to the teaching of writing skills. Internal moderation with all staff of writing pieces. External moderation of writing. Clear skills and success criteria to be evident in all lessons and the learning environment. Marking and feedback to be tailored to the individual needs of each child. All assessment are moderated and ratified to ensure good or better outcomes for all children.</p>
C.	For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth.	<p>Pupils eligible for PP will show more resilience and self belief in all aspects of school life, which will in turn, impact on their academic progress. All interventions are relevant and have an impact on the mental health and well-being of identified children. Discreet lessons are taught in all classes to develop resilience and self-worth. Musical/ relaxation clubs.</p>

5. Planned expenditure

Academic year

2019-2020

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?
For the % of PP children reaching the national standard and greater depth in reading at KS2 continues to stay in line with the national average.	Quality first teaching, modelling to be at greater depth level. Moderation of assessments. Modelling of vocabulary and high quality questioning.	Previous academic years' attainment and data.	Whole school monitoring by SLT and MLT. One staff CPD target related to whole school data. Termly pupil progress meetings. SDP used as a working document and reviewed regularly. Formative and summative assessments completed by all staff and moderated. Pupil conferencing. Teacher and TA appraisals.	SLT	Termly.
For the % of PP reaching the expected standard in the Y1 phonics check is in line with the national average.	Quality first teaching, modelling to be at greater depth level. Moderation of assessments. EYFS staff to model and support all staff with disseminating practice.	Previous academic years' attainment and data.			
For the % of PP children reaching the national standard and greater depth in writing at KS2 continues to stay in line with the national average.	Quality first teaching, modelling to be at greater depth level. Moderation of assessments.	Previous academic years' attainment and data.			
Total budgeted cost					£122,235

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?
For the % of PP children reaching the national standard and greater depth in reading at KS2 continues to stay in line with the national average.	Cued spelling training for all TAs. Adult interventions with identified children. Intervention team to deliver relevant interventions. Teachers to be aware of PP children in all subject areas. Tailored feedback for PP children.	Previous academic years' attainment and data.	Whole school monitoring by SLT and MLT. One staff CPD target related to whole school data. Termly pupil progress meetings. SDP used as a working document and reviewed regularly. Formative and summative assessments completed by all staff and moderated. Pupil conferencing. Teacher and TA appraisals.	SLT	Termly.
For the % of PP reaching the expected standard in the Y1 phonics check is in line with the national average.	Adult interventions with identified children. Intervention team to deliver relevant interventions. Teachers to be aware of PP children in all subject areas. Tailored feedback for PP children.	Previous academic years' attainment and data.			
For the % of PP children reaching the national standard and greater depth in writing at KS2 continues to stay in line with the national average.	Cued spelling training for all TAs. Adult interventions with identified children. Intervention team to deliver relevant interventions. Teachers to be aware of PP children in all subject areas. Tailored feedback for PP children.	Previous academic years' attainment and data.			
Total budgeted cost					£122,235
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?
For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth.	Chances 1:1 support for identified children. Sensory garden and Sensory cabin. Forest School time for all of EYFS, KS1 and Y3. Forest school nurture groups for KS2. Mental Health Quality Mark. Whole school CPD looking at mental health and well-being.	We have a number of children who experience home issues and self-confidence issues that impact on their ability to focus and their feeling of self-worth and self-belief in school. We will offer a range of interventions and support to these children to raise their feeling of self-worth and self-belief in order to impact on their academic progress.	Pupil voice Staff observations. Professional dialogues. More engagement in lessons and all aspects of school life. Higher rate of attendance. Staff feedback and evaluations from whole school training.	Inclusion manager/ Intervention team.	July 2018
Total budgeted cost					£61,630

We are looking at the allocation of the remainder of the funding and this document will be updated accordingly.

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
<p>For the % of PP children reaching the national standard in reading at KS2 is more in line with the national average</p> <p>For the % of PP children reaching the national standard in writing and GPS at KS2 is more in line with the national average.</p> <p>For the % of PP children reaching greater depth at KS1 is more in line with the national average.</p>		<ul style="list-style-type: none"> Teaching is 90% good or better CPD delivered based on monitoring. TA CPD completed. EYFS have embedded early learning goals. RR approach been adopted by whole school and monitoring/ coaching has been completed. Moderation completed in all core areas, across the whole school regularly. Assessments completed, ratified and analysed. Materials ordered to support additional time. <p>Phonics – 75% of PP achieved the standard</p> <p>KS1 PPI for expected +</p> <p>Reading – Nat – 62% YPS – 64% Writing - Nat – 55% YPS – 58% Maths - Nat – 63% YPS – 70%</p> <p>PPI for HAPS Reading – Nat – 14% YPS – 30% Writing - Nat – 8% YPS – 18% Maths - Nat – 12% YPS – 24%</p>	<ul style="list-style-type: none"> EYFS to complete CPD for whole school to share good practice Reading to be monitored further to ensure reading skills are being embedded across KS1/2 Monitoring and CPD to continue 	

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
<p>For the % of PP children reaching the national standard in reading at KS2 is more in line with the national average</p> <p>For the % of PP children reaching the national standard in writing and GPS at KS2 is more in line with the national average.</p> <p>For the % of PP children reaching greater depth at KS1 is more in line with the national average.</p>		<ul style="list-style-type: none"> • CPD delivered based on monitoring. • TA CPD completed. • EYFS have embedded early learning goals. • RR approach been adopted by whole school and monitoring/ coaching has been completed. • Moderation completed in all core areas, across the whole school regularly. • Assessments completed, ratified and analysed. • Materials ordered to support additional time. • Appraisal targets for all staff reviewed in line with whole school SDP. • SDP reviewed by all stakeholders. <p>Phonics – 75% of PP achieved the standard KS1</p> <p>PPI for expected +</p> <p>Reading – Nat – 62% YPS – 64%</p> <p>Writing - Nat – 55% YPS – 58%</p> <p>Maths - Nat – 63% YPS – 70%</p> <p>PPI for HAPS</p> <p>Reading – Nat – 14% YPS – 30%</p> <p>Writing - Nat – 8% YPS – 18%</p> <p>Maths - Nat – 12% YPS – 24%</p>	<ul style="list-style-type: none"> • EYFS to complete CPD for whole school to share good practice • Reading to be monitored further to ensure reading skills are being embedded across KS1/2 • Monitoring and CPD to continue • Marking project was delayed due to unseen circumstances but will be completed next year. 	

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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
For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth.		<ul style="list-style-type: none"> • Interventions and support for identified children has been consistent and music therapy has also been rolled out across upper KS2. • Mental health award has been completed and awarded to the school. • Jigsaw taught across the whole school. • Forest school continuing across the whole school. • Chances and mentor are in school every day. • Play therapist employed for LAC/ EAL and PP children. 	VIP idea to be looked at in KS2 Jigsaw to be more closely monitored in KS2	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

