

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|------------------------|---|----------|---|----------|
| School | Yardley Primary School | | | | |
| Academic Year | 2017-2018 | Total PP budget | £335,280 | Date of most recent PP Review | n/a |
| Total number of pupils | 840 | Number of pupils eligible for PP | 254 | Date for next internal review of this strategy | Jan 2018 |

| 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 | 56% | 62% |
| % making progress in reading | 68% | 80% |
| % making progress in writing | 66% | 82% |
| % making progress in maths | 85% | 96% |

| 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. | Children who are eligible for PP are not making as much progress as their peers and the gap is not closing. |
| B. | Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils |
| C. | Oral language skills in Reception are low across the year group, based on pre-school and baseline data. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | 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. | Children eligible for PP will reach or exceed the progress of their peers. | Pupils eligible for PP will make accelerated progress in maths, reading and writing, ensuring that they reach or exceed the outcomes of their peers. |
| B. | Higher rates of progress for high attaining pupils eligible for PP | Pupils eligible for PP identified as high ability make as much progress or accelerated progress in line with 'other' pupils identified as high ability, in maths, reading and writing. |
| C. | Improve oral language skills for pupils eligible for PP in our Reception classes. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that the majority of children pupils eligible for PP meet age related expectations. |
| D. | For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth. | 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. |

| 5. Planned expenditure | | | | | |
|--|--|---|---|--------------------------------|--------------------------------------|
| Academic year | 2017 - 2018 | | | | |
| 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? |
| Children eligible for PP will reach or exceed the progress of their peers. | High quality first teaching in all lessons. CPD on providing challenge for all pupils. Whole school Maths CPD. | Our PP children are not making the same progress as that of their peers in reading, writing and maths. We want to ensure that these pupils reach their full potential by making the same or better progress than their peers. | Use of staff meetings to deliver whole school training. Peer observation of high quality challenge lessons. Lessons from training embedded in school feedback policy. Whole school staff CPD. | SLT/ MLT/ T&L leads. | July 2018 |
| Higher rates of progress for high attaining pupils eligible for PP | Whole school Letters and sounds training Staff training on high quality feedback and planning. Clear identification of specific children on planning and assessment documentation. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across the school in writing, reading and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. | Monitoring of teaching and learning, planning, book scrutiny and pupil progress meetings. Pupil progress documentation. | | |
| Improve oral language skills for pupils eligible for PP in our Reception classes. | High quality first teaching in all lessons. Speech therapist to work with and support staff training and development to ensure high quality language provision at all times in our Reception classes. | Our base line assessments show that a high proportion of our Reception children have some form of language or speech delay. By upskilling all staff in our Reception classes we will be able to deliver high quality and appropriate language support for all Reception children. | Evidence of targeted language support in daily/ weekly planning. Pupil progress documentation. Ongoing assessments from class teachers and SLT. Formal baseline assessments. Relevant external medical assessments. | Inclusion manager/ EYFS staff. | July 2018 |
| Total budgeted cost | | | | | £159537.50 |

| 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? |
| <p>Children eligible for PP will reach or exceed the progress of their peers.</p> <p>Higher rates of progress for high attaining pupils eligible for PP</p> | <p>High quality first teaching in all lessons.</p> <p>Targeted interventions for reading.</p> <p>Letters and sounds interventions.</p> <p>Maths on the Move intervention.</p> <p>HAPS groups across year groups.</p> <p>HLTA writing focus groups.</p> <p>TA PP specific targeted interventions.</p> <p>Success@arithmetic/ 1stclass@number Dragon writers/Pirate Writers</p> | <p>We want to provide extra support to ensure good or better progress for reading, writing and maths.</p> <p>Small group interventions will be with highly qualified staff who have been shown to be effective, challenge the children and ensure that progress is good or better.</p> <p>Interventions will be carefully chosen to meet the needs of the pupil/s and closely monitored for impact whether they are delivered in class or through small group work out of class.</p> <p>Staff will be accountable for the impact of interventions and pupils' progress, this will be monitored through Appraisal and PPM.</p> | <p>Pupil progress documentation and meetings.</p> <p>Support in daily/ weekly planning.</p> <p>Monitoring of teaching and learning, planning, book scrutiny and pupil progress meetings.</p> <p>Maths on the Move progress reports.</p> <p>Entry and exit data for all targeted interventions.</p> | SLT/ MLT/ T&L leads. | July 2018 |
| <p>Improve oral language skills for pupils eligible for PP in our Reception classes.</p> | <p>High quality first teaching in all lessons.</p> <p>Designated speech therapist for Reception who will assess, work with identified children, small groups and parents, where necessary.</p> | <p>A significant number of children show a language delay in our Reception classes and be tailoring targeted interventions and 1:1 support from a SLT we want to close the gap between our identified pupils and that of their peers.</p> | <p>SLT reports.</p> <p>Pupil progress documentation.</p> <p>Ongoing assessments from class teachers and SLT.</p> <p>Ongoing assessments from class teachers and SLT.</p> <p>Evidence of targeted language</p> | Reception class teachers Inclusion Manager. | July 2018 |
| Total budgeted cost | | | | | £159537.50 |

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 attachment disorder. | 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 | July 2018 |
| Total budgeted cost | | | | £31649.00 | |

6. Review of expenditure

Previous Academic Year

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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