

Yorkmead J/I School - Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Yorkmead Junior & Infant School				
Academic Year	2017-18	Total PP budget	£198,000	Date of most recent PP Review	July 2017
Total number of pupils	421	Number of pupils eligible for PP	150	Date for next internal review of this strategy	April 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	48%	53%
% making progress in reading	76%	67%
% making progress in writing	71%	64%
% making progress in maths	86%	76%

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.	English: Poor reading comprehension skills
B.	Maths: Reasoning and applying
C.	Social and emotional aspects of learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support and engagement with pupils' learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress and attainment in Reading & Writing.	Data analysis, half-termly Pupil Progress meetings, regular scrutiny of work and teaching by senior leaders. Embed clear strategies for the teaching of reading and writing across the school.
B.	Pupils more able to apply and articulate reasoning particularly in Maths.	Data analysis, half-termly Pupil Progress meetings, regular scrutiny of work and teaching by senior leaders. Embed clear strategies for the teaching of problems solving across the whole school.

C.	Greater parental engagement with pupils' learning.	Use of PSA for developing parental engagement. Evaluation of workshops is positive.
D.	Narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils.	Deployment of a third teacher in a) Year 6. Use of an additional teacher to specifically support identified individuals.

5. Planned expenditure					
Academic year	2017-18				
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?
Reading comprehension	Introduction of new nationally benchmarked tests for reading (£120)	Improved reliability with reading assessment to aid tracking and identification of skills gaps.	Moderation between year groups Scrutiny by English Leader.	AC	April 2018
Social and emotional aspects of learning	Introduction of new RGE scheme of work (£2975)	Developed with Lynwen Bickers and in direct response to the needs of the school community following consultation with pupils, parents and staff.	Resourcing effectively with consultant's recommended resources. Monitoring of teaching. Pupil conferencing.	CK	End of summer 2018
	Drum Voice (£250)	Widened opportunities for Year 1 children.	Pupil conferencing	CK/SM	
Narrowing of attainment gap between PP and non-PP pupils	EYFS child lead play	Trained staff to facilitate most effective child lead play as supported by EEF toolkit.	Nick to train/support EYFS staff on principles of play.	JH	End of summer 2018
	URLEY Project (£26, 890)	Lower starting points of children entering Reception and Nursery as well as predominance of EAL.	Continue to share best practice from URLEY project. Principles shared to all staff.	JH/GF/KT	“ “
	Additional Administrative support (including payment commitment up to end of August) (£5,950)	Effective monitoring and information gathering for PP numbers.	Regular monitoring to ensure collection of PP data is thorough and comprehensive	ANS/AH	Half termly and end of 2018
	Language Alive Play house (£1,500)	Language rich, role-play based drama for widened writing opportunities.	Pupil conferencing. Monitoring of teaching.	CK	April 2018
Total budgeted cost					£37,685

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?
Problem solving	Third Space Learning (£2,090)	7 months progress was made in 14 weeks during 2016 Rising Stars Trial.	Half-termly review and analysis of impact data.	ANS/SS with PR	March 2018
Social and emotional aspects of learning	Malachi therapy (£10,824)	Malachi has already had a positive impact on a number of our students and the nature of their difficulties means a long term investment is needed.	Insight Boxall	ANS	December 2017
Social and emotional aspects of learning	Grow to Learn gardening (£7,800)	Staff are experienced and have good relations with the school community. NFER research supports the use of gardening in school to facilitate science learning, improve resilience, confidence and self-esteem and to foster positive attitudes to healthy life styles. These findings are supported by teacher evaluations.	Teacher testimony. Pupil conferencing.	CK	April 2018
Social and emotional aspects of learning	Play worker (£10,089)	Supports SEAL with the benefits shown in DfE national strategy document. Maintaining the positive results already demonstrated by ensuring playtime issues do not impact on learning time.	Behaviour logs reduced.	JH/ANS/AY	April 2018
Improved attainment	Additional Teacher in Year 6 Additional teacher in KS2 (£91,924 plus additional £30,000 for staffing costs through to end of August 2018)	Parameters for additional teaching support have been improved. KS2 intervention teacher works with PP children only. Interventions focus on specific targets set by class teacher and are all aimed at closing the attainment gap.	Half termly Pupil Progress meetings. Data analysis. Half termly Pupil Progress meetings. Data analysis.	RA/AB/SS	Half termly in December 2017 , February, March & April 2018
Improved attainment of specific children	1:1 tuition (no cost)	Tuition is additional to and linked in to whole class learning as recommended by EEF toolkit and is delivered by experienced teachers.	Half termly Pupil Progress meetings. Data analysis.	SS	Half termly in December 2017 , February, March & April 2018
Total budgeted cost					£152,727

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?
Improved attainment for higher achievers in Maths	Additional Teacher in Year 6 (cost included above)	Reduce class sizes and allow experienced 3 rd teacher to target high achievers	Half termly Pupil Progress meetings. Data analysis. SLT scrutiny of books and lesson observations.	ANS/SS	Half termly in December 2017 , February, March & April 2018
Raised achievement of PP pupils	Personalised 1:1 support after school (no cost)	Pupil conferencing of disadvantaged children highlighted their desire to receive tuition because they saw other children benefitting from this outside of school. Pupils and staff to be matched to suit individual needs based on class teacher's judgements as recommended in EEF toolkit.	School INSET PPWP to monitor Half termly Pupil Progress meetings. Data analysis.	SS (PPWP)	February, March & April 2018
Continued parental engagement	PSA to continue courses for parents (£9,475)	Studies show greater parental engagement is linked to improved attainment (Harvard Family Research Project 2005.)	Evaluation forms from Parental workshops.	ANS/RK	February, March & April 2018
Continued improvement in attendance	PSA & HT to continue address persistence absence, low attendance and lateness. (as above)	Maximise learning time by reducing lateness and absence rates.	Monthly/fortnightly review of absence figures.	ANS/RK	February, March & April 2018
Total budgeted cost					£9,475

6. Review of expenditure TO BE REVIEWED AND IMPACT ESTIMATED IN JULY 2018

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

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