

# Pupil premium strategy statement (primary)

1. Summary information					
School	Yardley Wood Community Primary School				
Academic Year	2017/18	Total PP budget	£244,200.00	Date of most recent PP Review	February 2018
Total number of pupils	398	Number of pupils eligible for PP	230	Date for next internal review of this strategy	September 2018

2. Current attainment (End of KS2 2017 results)		
	<i>Pupils eligible for PP (Yr6 pupils 2017)</i>	<i>National Average for Non Pupil Premium Pupils 2017</i>
% achieving in reading, writing and maths	48%	67%
% making progress in reading	62%	77%
% making progress in writing	86%	81%
% making progress in maths	67%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	A poor baseline for early years pupils starting school in Nursery and Reception in terms of language development
B.	Sustaining the progress of middle attaining pupils from KS1 through to the end of KS2
C.	Social, emotional and mental health needs impacting on ability to make progress for some pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor attendance rates – persistent absence rates above national average
E.	Improving parental / carer educational support and aspiration
F.	Limited opportunity / experience for some pupils
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved language skills evident throughout the school.
	Good progress and mastery of basic literacy and speaking / listening skills by end of EYFS

	<p>Measured through EYFS Goal outcomes as well as progress made with SaLT intervention</p>	<p>Successful development and acquisition of language and communication skills. All children (Nur-Yr6) will engage in weekly Philosophy (P4C) lessons encouraging debate, conversation and listening skills.</p>
<b>B.</b>	<p>Ensuring progress of all PP pupils with a particular focus on KS2 prior middle attainers as they progress through KS2.</p> <p>To be measured using assessments in school and monitored through target reviews with teachers.</p>	<p>Effective attainment and progress systems in place to facilitate early intervention, especially for prior middle attaining pupils, in Reading in particular.</p> <p>High academic expectation from teachers, led by school leaders and reviewed during the pupil progress meeting process.</p> <p>Effective academic intervention strategies in place – led and monitored by the Inclusion Manager</p>
<b>C.</b>	<p>Improve the social and emotional wellbeing of vulnerable PP pupils through targeted intervention support.</p> <p>Measured through progress made in targeted interventions including Nurture Group Boxall Profile assessments</p>	<p>Effective multi-agency working to be established and promoted utilising family therapeutic support services.</p> <p>Nurture Group in school to be established to cater for vulnerable PP pupils.</p> <p>Effective use of teaching assistants to support targeted interventions</p>
<b>D.</b>	<p>Improve attendance rates and reduce persistent absenteeism across school.</p> <p>Measured through attendance rates</p>	<p>Role of Attendance Clerk to show impact in increased attendance rates</p> <p>Termly attendance to show upward trend</p> <p>Persistent absenteeism to reduce in line with national average</p>
<b>E.</b>	<p>Greater parental / carer involvement across all year groups with engagement and developing aspirations being a focus</p> <p>To be measured through attendance at parental engagement workshops and uptake of invited events.</p>	<p>Parental workshops across the curriculum for all year groups to be held with greater attendance by parents/carers</p>
<b>F.</b>	<p>Enrichment within and beyond and the curriculum</p> <p>Measured through improved extra curricular opportunities / experiences offered/ pupil voice / planning and observations.</p>	<p>Opportunities for PP pupils to achieve across all areas of the curriculum</p> <p>Focus on providing a breadth of enrichment activities and learning experiences for all PP pupils.</p>

## 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?
Developing language skills throughout the school.	Additional Teaching Assistant for EYFS Summer term 2018 (£8500)	To support lower attaining pupils in Reception in readiness for Year 1.	EYFS Lead teacher monitoring weekly	E. Weight / R.Walls	Half Termly
	Speech and Language Therapeutic support (£2200)	To develop language skills with whole classes of children to further their communication.	Inclusion manager to work with SaLT to review progress half termly	R.Walls	Termly
	Philosophy for Children staff training (£600)	To support all teachers in school in order for them to confidently deliver successful philosophy lessons from Nursery to Year 6	Regular monitoring by P4C lead teacher.	E.Thomas	Termly
Ensuring progress of all PP pupils with a particular focus on KS2 prior middle attainers as they progress through KS2.	Accelerated Reading Programme and resources (£25,000)	To improve reading results across school and provide pupils with a wider choice of books.	Reading lead teacher to monitor progress and attainment termly	L.John	Termly
	Contribution towards RWI linked texts (£1000)	To further consolidate progress made in Read, Write Inc through class reading of linked texts.	Reading lead teacher to assess attainment and progress half termly of RWI	L.John	Half Termly
	Letter join subscription (£280)	To support the teaching of handwriting across all years	Writing lead to monitor improvements in handwriting and use of Letter Join.	C.Blackwood	Termly
	Books for classrooms / big books (£1500)	To provide children with access to a broad choice of reading books	Reading standards and use of classroom texts to be monitored by Reading Lead.	L.John	Termly

	Author / book day (£1200)	To provide pupils with experience and inspiration to improve writing across KS2	Implemented by Reading Lead Teacher	L.John	Spring Term
	Science Week (£2000)	To focus on raising the profile of Science across school and improve standards in science.	Science profile to improve by new Science lead teachers. Science monitoring to take place.	N.Parker / C.Spittle	Termly
Enrichment within and beyond and the curriculum	Computing lead (£55,000)	To provide all pupils with quality computing teaching from a specialist lead teacher	Monitoring through lesson observations / learning walks and planning trawls.	SLT	Termly
	Subsidising educational visits (£10,000)	To provide all pupils with access to experiences they may otherwise not have.	Class teachers to plan termly visits for all children	SLT	Termly
	Sports Instructor contribution to salary (£22,000)	To enable sports instructor to lead targeted interventions with specific groups of PP children and provide access to wide range of extra-curricular activities.	Timetabled interventions and extra-curricular activities to be planned and reviewed half termly	D.Elvens	Half Termly
	Sports Apprentice (£8500)	To enable Sports apprentice to support targeted interventions with specific groups of PP children and provide access to wide range of extra-curricular activities.	Sports apprentice to be timetabled interventions and extra-curricular activities.	D.Elvens	Half Termly
	Music provision (£5000)	To provide all KS2 pupils with opportunity to learn a musical instrument	Music tuition to be delivered by the Music service and monitored by SLT.	SLT	Termly
	iPads for Nursery (£2000)	To enable younger children to access computing resources	Nursery teacher to plan for use of these in activity planning	E.Weight	Termly
	Visiting artist / workshop (£2000)	To enrich the arts curriculum and provide an experience beyond those offered in school	Art lead teacher to book and implement	E.Bennett	Summer 2018
<b>Total budgeted cost</b>					<b>£146,780.00</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the social and emotional wellbeing of vulnerable PP pupils through targeted intervention support.	Targeted Pupil support TA (£13,000) Nurture Group	Nurture group for targeted pupils to develop social and emotional skills and improve skills for learning.	Nurture group planned and delivered by pastoral manager and reviewed by Asst Head	C.Blackwood	Half Termly
	Contribution to Malachi Support (£4500)	Pastoral / family therapeutic intervention to address needs of targeted pupils and their parents/carers to close the gap of vulnerabilities.	Waiting list for Malachi in operation with multi agency working with school and Malachi. Regular reviews of Malachi service held	C.Blackwood	Half Termly
Ensuring progress of all PP pupils with a particular focus on KS2 prior middle attainers as they progress through KS2.	Catch up in Number training for 3 staff (£1000)	Targeted pupils to receive additional numeracy intervention to close the gap in maths for KS2 learners	Pupil groups for intervention to be assessed and reviewed by Inclusion Manager	R.Walls	Half Termly
	Additional teacher to allow for groups (£16000)	Targeted pupils in intervention groups to ensure continued attainment for prior middle attainers	Pupil groups for prior middle attainers to be assessed and reviewed by Assessment Lead	C.Blackwood	Termly
Developing language skills throughout the school.	1:1 supply support for language (£4000)  Subsidised Inclusion Manager role (£15000)	1:1 support for identified pupils to close the gap in language development and acquisition and provide pupils with skills to access the curriculum	Assessed and monitored by Inclusion Manager	R.Walls	Half Termly
Enrichment within and beyond and the curriculum	Forest school (£800)	Provide groups of identified learners opportunities to experience outdoor learning.	Pupl groups monitored by EY Lead and group led by Forest School Leader	E.Weight / H.Brookes	Half Termly
<b>Total budgeted cost</b>					£54,300.00
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improve attendance rates and reduce persistent absenteeism across school	Subsidise Attendance Clerk role (£11,320)	Additional administrative support required to address attendance rates and work with parents/carers to overcome difficulties in managing attendance effectively.	Management of the attendance clerk by Asst Headteacher	C.Blackwood	Half Termly
Greater parental / carer involvement across all year groups with engagement and developing aspirations being a focus	Support for resourcing parent workshops across school (£500)	Each class to hold termly workshops to encourage parent / carer participation and engagement with the curriculum. To provide parent / carer opportunities to support children in education and help provide them with aspirations for their children.	Class teachers to hold termly workshops in core curriculum subjects. Workshops to be timetabled by SLT	SLT	Termly
Developing language skills throughout the school.	EYFS lead (£31000) Early Excellence Network (£600)	Early Years Lead teacher to support training and development of Yearly Years Team and promoting language development across the phase. Early Years Network meetings to be attended by Early Years Team to continue professional development in developing early language skills.	Early Years Lead Teacher to monitor Early Years phase, assess language skills and monitor pupil development.	E.Weight / SLT	Termly
<b>Total budgeted cost</b>					£43,120.00

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Children's vulnerability / needs identified early and support put in place	EYFS lead out of class.	Early identification of pupil vulnerabilities identified through home visits and early observations made in Early Years phase. Supported through additional staffing in Early Years.	Continue with EYFS lead being non class based however additional TA in EYFS not necessary as pupil cohort does not currently require this.	£30,710.00
	Additional TA in EYFS			£9,959.00
Pupils make accelerated progress from their starting point in each class	Computing lead teacher out of class	Progress made in computing is accelerated with quality first teaching being delivered to all pupils in this area.	Continue with non class based computing lead teacher to further computing skills of all pupils and provide quality training to class teachers using computing to raise attainment across all areas of the curriculum.	£53,481.00
	Investment in whole school RWI programme and Numicon	RWI impact on reading and phonics results is closing the gap between PP children and their non PP counterparts. As this is embedded further, greater results are expected. Impact for Non PP children in line with PP children.	RWI to be continued and results seen this year to be consolidated further with continued investment into RWI teaching and resources.	£10,659.00
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
Develop language skills throughout the school	Speech and language therapy	Impact of investing in SaLT for identified pupils has yielded positive results for all children involved. Personalised provision has enabled focus and accelerated progress for identified learners. Non PP children have benefitted from whole class SaLT also.	Continue with SaLT interventions focussing on individuals, small groups and whole classes where necessary. Language skills across school are improving but require continued investment at the current time.	£22,000

Children's vulnerability / needs identified early and support put in place	Sports Coach	Impact of Sports Coach and Sports Apprentice is great: the breadth of experiences offered to the children through the work completed in sports is outstanding and personalised small group support where necessary has impacted on children's gross and fine motor skills.	Continue with developing sports across school and access to a broad range of extra-curricular opportunities as well as supporting identified pupils through interventions around sport.	£19,531.00
Pupils make accelerated progress from their starting point in each class	AHT non class based during summer term	Pupils were expected to make accelerated progress across core curriculum areas as a result of receiving interventions from a member of SLT	AHT left at the end of the spring term 2017, which reduced the opportunity for small group interventions to take place.	£20,000.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance rates to 96%	Safeguarding AHT with reduced teaching timetable	Attendance rates remain below national expectation. The appointment of an attendance clerk to support in improving attendance rates is yet to yield positive results. It is anticipated that with continued effort this should improve in the long term.	Safeguarding AHT was class based in the summer term, reducing opportunities for this area to be developed further. This member of staff will be non class based in 2017-18 however and able to focus effort on raising attendance rates through a range of specific interventions	£54,700.00
Pupils make accelerated progress from their starting point in each class	Subsidised class trips	Class trips were subsidised for both residential and non residential excursions. This enabled school to provide pupils (both PP and non PP) to access experiences they would otherwise not have been able to. Bringing these experiences into the classroom enabled positive, meaningful connections to be made to areas of the curriculum and impacted on personal development for all pupils.	To continue to subsidise educational visits for all pupils to enable them to further their life experiences and make meaningful connections in the classroom to their learning.	£6,000.00



## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

N/A