



Pupil premium strategy statement: 2019/20

1. Summary information					
School	Yorke Mead				
Academic Year	2019/20	Total PP budget Plus £2,300 budget share for post looked after pupils (x 7)	£58,080 (indicative) £16,100	Date of most recent PP Review	Sept 19
Deputy Head and Assistant Head Wendy Seabrook and Emma Vettese					
Total number of pupils	395	Number of pupils eligible for PP 9%	36 (indicative) Incl 8 Post Looked after chdn	Date for next internal review of this strategy	Sept 2020

Attainment for: 2019 at KS2 (official data shows 12)	School Disadvantaged (14)	All School	Disadvantaged National	Gap with Nat
% achieving expected standard or above in READING/WRITING/MATHS	50%	61.4%		-
% achieving expected standard or above in READING	86% 12/14	73.7	78	+7
% achieving expected standard or above in WRITING	78% 11/14	77.3%	83	-5.7
% achieving expected standard or above in MATHS	71% 10/14	79	84	-13
% achieving expected standard in SPAG test	85%	82%	83%	+2
Average progress scores @ KS2 (official data 12)	Disadvantaged (12)	Non school	Disadvantaged National	Gap with Nat
Average progress score Reading	-0.42	-0.9	0.32	-0,1

Average Progress score Maths	-3.2	-0.6	0.37	-2.83
Average Progress score WRITING	-2.9	-2.2	0.3	-0.1
Average scaled scores (based on 12 pupils)				
Average reading scaled score	104.6	104.3	105.5	-0.9
Average SPAG scaled score	104.2	106.3	107.4	-3.2
Average maths scaled score	102.5	105.8	106.1	-3.6

**KS1 Closing gaps:
Percentage of KS1**

ATTAINMENT AT KS1 2019	ARE Reading		ARE Writing		ARE Maths			
July 19	School PPG	Non Nat PPG	School PPG	Non Nat	School PPG	Non Nat	R,W,M	Non Nat
Total 5 children (disadvantaged) Attaining Expected Standard	60%	78.2%	20%	72%	40%	79%	20%	%

KS2 Closing Gaps - Percentage of KS2 disadvantaged pupils attaining the expected standard + compared to national other pupils. disadvantaged pupils (DVP) attaining the expected standard+ (EXS+) compared to national 'other' pupils in 2018/19

No in cohort: 2017 = 30 2018 = 60 2019 = 30	School Year 6 % and number of <u>All</u> pupils at EXS+			School Year 6 % and number of <u>DVP</u> pupils at EXS+			School Year 6 % of <u>All</u> pupils achieving the higher standard in R & M/working at GDS in W			School Year 6 % and number of DVP pupils working at higher standard in R & M/working at GDS in W			National Other % working at EXS+			% Difference between School DVP pupils and National Other at EXS+		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
No of DVP: 2017 = 8 2018 = 10 2019 = 14	73%	85%		75%	80%		23%	42%		25%	30%			80		-2%	0%	

	22/30	51/60	74%	6/8	8/10	86% 12/14	7/30	25/30	19%	2/8	3/10	8%	77		77.8			+11.2
Writing	80% 24/30	90% 54/60	79%	63% 5/8	90% 9/10	78% 11/14	17% 5/30	35% 21/30	20%	13% 1/8	20% 2/10	0%	81	83	82.9	-18%	+7%	-15.9
Maths	80% 24/30	90% 54/60	79%	63% 5/8	90% 9/10	71% 12/14	20% 6/30	42% 25/30	27%	0% 0/8	40% 4/10	7%	80	81	83.4	-17%	+9%	-6.4
R, W & M	67% 20/30	82% 49/60	60%	50% 4/8	70% 7/10	50% 7/14	10% 3/30	20% 12/60	7%	0% 0/8	20% 2/10	0%	67	70	70.5	-17%	0%	

The Year 6 cohort of 15 disadvantaged pupils contained some significant needs. 3 children had EHCPs and 8/15 (53%) were on the SEND register. 2 children were post looked after. There were learning needs and significant social and emotional needs that impacted on learning. 2 children joined us for the summer term. Overall, pupils with PPG at KS2 made progress similar to peers as a result of highly targeted work, considering the high needs that were in the cohort this was a positive result. Only 2 children were more than 1 step away from their target from our home grown group.

KS1 Closing gaps: Percentage of KS1 disadvantaged pupils (DVP) attaining the expected standard+ compared to national 'other' pupils in 2017/18/19

No in Cohort: 2017 = 60 2018 = 59 2019 = 59	School Year 2 % and number of <u>All</u> pupils at EXS+			School Year 2 % and number of <u>DVP</u> pupils at EXS+			School Year 2 % of <u>All</u> pupils working at GDS			School Year 2 % and no. of <u>DVP</u> working at GDS			<u>National Other</u> % working at EXS+			% <u>Difference</u> between School DVP pupils and National Other (EXS+)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
No. of Disadvantaged 2017 = 7 2018 = 7 2019 = 5	75% 45/60	75% 44/59	86%	100% 7/7	43% 3/7	60%	25% 15/60	31% 18/59	31%	14% 1/7	0% 0/7	0%	79%	78%	78	+21	-35	-18%
	68% 41/60	76% 45/59	66%	100% 7/7	29% 2/7	20%	13% 7/60	20% 12/59	17%	14% 1/7	0% 0/7	0%	72%	73%	72	+28	-44	-52%
	83% 50/60	76% 45/59	76%	86% 6/7	71% 5/7	40%	17% 8/60	24% 14/59	31%	14% 1/7	0% 0/7	0%	78%	79%	79	+7	-8	-39%

YEAR 1 phonics check	School	FSM	National (Non PPG)	
2019	83%	100%	82% (2018)	84% (2018)

Impact on Progress Across the School												
July 19	Progress from KS1 all PPG			Read Prog gap	Writing Prog gap	Maths prog gap	% ARE July 18			% ARE July 19		
	Reading	Writing	Maths				R	W	M	R	W	M
Year 1- 3 pupils	-1.0	+2.0	0	-2.6	-0.7	-1.0	2/5	2/5	1/5	1/3	2/3	2/3
Progress							-0.8	+0.4	-0.2	-1.0	+2	0
Year 2- 5 pupils	-0.2	+0.4	+0.4	-1.7	-1.0	-1.2	3/9	3/9	5/9	3/5	1/5	2/5
Progress							-0.3	-0.3	+2.3	-0.2	+0.4	+0.4
Year 3- 8 pupils	-0.7	-0.7	+0.6	-2.0	-1.7	-1.0	4/8	5/8	4/8	2/8	1/8	4/8
Progress							+1	+1.4	+1	-0.7	-0.7	+0.6
Year 4- 7 pupils	+2.3	+1.4	+2.3	+1.1	-0.4	+0.1	2/6	0/6	1/6	5/7	5/7	5/7
							+1.5	-1.5	+0.5	+2.3	+1.4	+2.3
Year 5- 5 pupils	-0.8	+0.4	-1.4	-1.1	-0.5	-1.9	5/15	7/15	6/15	0/5	0/5	0/5
Progress							+1.5	-1.5	+0.5	-0.8	+0.4	-1.4
Year 6 13 pupils (+ 2 new children)										12/14	11/14	10/14

Across the school 28 pupils are eligible for the PP Grant (years 1 – 5). 6 of these pupils are post looked after. 4/6 are making positive progress. Positively, a greater percentage of children with PPG are making positive progress in the school. The in-year progress has improved. This has been through rigour and focus on the individual needs of these children. Only 3 children are more than 1 step off target. There is still room for improvement and we continue to see less progress for children with several barriers to learning or where there has been historical severe trauma. This continues to be a focus with individualised approaches supporting emotional needs. In addition, we continue to strive for a greater percentages achieving ARE in core areas. In particular there is a focus on mastering ARE spelling expectation for a greater percentage of children.

Emotional support continues as a priority. Recent training on “Attachment Awareness” has been delivered to every adult who works in school. This involved 3 x 2 hr sessions after school. The impact has yet to be monitored as this training was in the summer term.

In addition, the school wants to recognise barriers such as specific learning difficulties, earlier so support programmes can be sought and put into place before year 5.

Children with difficulties in maths will remain a focus so that there is improvement in their outcomes at KS2. Training will focus on scaffolds, developing independence, pitch and expectations, revisiting concepts regularly, immediate interventions and building on learning through careful sequencing of learning.

The school works tirelessly to recognise the individual needs and has embedded a raft of strategies to support emotional regulation and scaffolds for learning. In addition, the school works hard on developing staff in the skills of supporting learning, leading to greater independence.

Attendance: School: 96.3% Ever FSM 93.7% PPG 94% Current FSM 92.5%

Although the number of children with poor attendance has dropped significantly, due to the hard work of the school to encourage parents to send their children to school daily, there are a few persistent families with low attendance. Penalty notices have been issued to 2 families.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	A number of disadvantaged children who have multiple vulnerabilities such as SEND, EAL and have low attainment.
B.	Higher prior attaining disadvantaged children do not always make the same progress as non-disadvantaged higher prior attaining pupils within KS2
C.	Some pupils have additional social, emotional and mental health difficulties as a result of attachment and trauma
D.	Some pupils have poor vocabulary and reading habits, affecting reading and access across the curriculum

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Continued support for attendance remains in place to ensure attendance is above 96%
F.	Circumstances at home affect emotional stability for children, routine and support. A number of families are supported through professional services.

3. Desired outcomes & Planned Expenditure

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>For disadvantaged children who have multiple vulnerabilities such as SEND or EAL or mental wellbeing, to make good progress and close the gap with attainment.</p> <p>Strategies: Inset: Qualify First Teaching – scaffolds, individual programmes e.g. phonics, handwriting, spelling programmes, Clicker, Ensure outside agency support is sought earlier than yr 5 for those with the most learning difficulties.</p> <p>Over-learning intervention groups, immediate interventions, speech and language programmes with ELKAN trained TAs, Pre-teach groups, External Agency support, Clicker writing programme, meetings with parents of children with SEND every term, parental workshops, PE specialist for core strength exercises delivered to identified children, Regular check-ins</p> <p>£36,400.00</p>	<p>Quality first teaching and an inclusive approach mean children eligible for PP and on SEND register have equal access to the curriculum and high Teacher focus and precise differentiation.</p> <p>Rigorous tracking means any weaker areas of progress are identified and alternative provision is provided to plug the gaps. Children are assessed in Yr 3 in order to identify specific support.</p> <p>Greater percentage of children with PPG achieve their target</p> <p>Reduce progress gap further with non-ppg children.</p> <p>3 additional TAs will be trained this year in Elklan – giving the school 5 adults with speech and language qualification.</p> <p>PE specialist will run individual programmes aimed at individual identified needs.</p>
B.	For higher prior attaining disadvantaged pupils to attain higher level scores at end of KS2	Vulnerable children with higher scores leaving EYFS, will be targeted to ensure they maintain the progress of peers leaving EYFS with similar scores.

	<p>Teacher focus with high expectations and ensuring all pupils have access to a well-planned mastery curriculum across all areas of the curriculum so that learning is not limited. Develop pupil/teacher relationship through metacognitive strategies to support a love of learning. (Target time 1:1 each half term in KS2) Additional Teacher support to target individuals identified as “at risk” of not achieving their target. 3 mornings pr wk (Yr 4 and 6) (9 children) Focussed meetings with key stage leaders, SLT, at least each half term to track pupils and adjust provision where necessary. Daily Reading to an adult for all children with PPG Additional Teacher focus during lessons Active learning opportunities taken Individual pupil conferencing for vulnerable pupils</p> <p>£18,600</p>	<p>Rigorous tracking process half- termly and needs identified quickly and provision able to respond quickly.</p> <p>Higher attaining pupils with PPG will make similar or better progress than higher attaining peers across KS1 and KS2. Vulnerable pupils will have had their own Teacher meeting, held once a half term and will be able to talk about what they can do well and what they are working on. Additional Teacher time to ensure pupils are on track and developing good learning behaviours. Pupils will have a clear idea through Teacher feedback and marking what they can do well and how they can improve.</p>
<p>C.</p>	<p>Emotional health and well-being will be supported through in-house trained staff in partnership with parents, to help children improve their ability to self-regulate, and be ready to learn and access the curriculum. Pastoral Support Assistants dedicated to vulnerable pupils with grant 1:1 support (2 children full-time) Key Workers Mindfulness Emotion coaching Art Therapy (2 children) Brick Club (4 children) Drawing and Talking (3 children) Pen Resilience programme for Yr 6 (5 children) Social skills club, Home Learning Club Resilience Building strategies Supporting families through TAFs and other inter-agency work – Parent Partnership Worker employed 3 days pr wk</p> <p>£12,500</p>	<p>Children with emotional and mental health needs will be supported effectively in school through a range of therapeutic strategies, reducing the need to refer children to CAMHS, allowing children to be “ready to learn” and improve progress.</p> <p>Post looked after children will have a clear understanding of who their Key Worker is and will seek her as required.</p> <p>Post looked after children have an adult in school who Champions them and their needs.</p> <p>Resilience will be built over time so that by the time vulnerable pupils are in Yrs 5 and 6, they are able to manage classroom and workload expectations, using more self-directed strategies for emotional regulation.</p>
<p>D.</p>	<p>Improve the attainment and progress of PPG children with additional vulnerabilities in reading. Individualised programmes e.g. Reading Rescue (1 child) Fluency Grps (6 children) Daily reading to an adult in KS1 (8 children) KS2 (16 children) Monitor closely home reading and spelling programmes to improve home participation.</p>	<p>Disadvantaged children with additional vulnerabilities will read with an adult daily. Individual needs will be addressed through personalised learning programmes and through regular assessment and focussed next steps planning to develop their reading skills resulting in improved progress.</p> <p>Opportunities for bring learning to life adopted and pursued through an ethos within</p>

	Personal invites to Home Learning to support reading and other areas. Raise profile of reading within classes to encourage “joy of reading” £3,600	Times table and spelling programmes will be monitored to ensure these support learning and have an impact.
E.	The attendance of PP children improves – School Office Daily Tracking and follow up. £2,000	Reduce the number of persistent absentees among pupils eligible for PP. First day phone-calls. EWO involvement will not be needed Attendance for the children on current free school meals in line with national at 96%
F.	The capacity of families to parent well will be increased through early intervention and close working with a variety of agencies, including in-house support by Parent Support Worker, CAFS and led by senior leadership. £4,000	Through early intervention, Thriving Families, CAFS and other agency support accessed by the school and Parent Support Worker, families will be supported reducing the need for intensive professional support escalating.

Lessons Learnt

LESSONS LEARNT: Children with more than just the vulnerability of PPG, e.g. with a double barrier of SEND or EAL or Social and Emotional difficulties, are most at risk of not making good progress. Action must now prioritise these children with a more individual approach, additional access to Teacher and continue to develop good independent learning skills through an ethos of metacognitive language skills, self-regulation through pastoral approaches, and quality targeted teaching and learning at the right pitch and rigorous evaluation of Intervention Programmes.

Next Steps:

- Lessons learnt:
- Spelling in KS2 continues to require explicit timetabled teaching and integrated into the teaching of writing to ensure more pupils meet the spelling expectations within their writing.
- Times tables practice and explicit teaching will require monitoring to ensure children with PPG achieve the end of Yr 4 Times Tables test..
- Higher attaining pupils in KS2 need relentless personalised focus to ensure they make similar progress to their peers.
- Focus on quality first teaching strategies to ensure that independent skills are developed for children with multiple barriers to learning.
- Handwriting focus in Early Years and KS1 to support attainment in writing and spelling. In KS2 handwriting will require additional intervention programme.
- Intervention programmes have rigour and impact for individuals clearly evaluated.
- Foster a greater love of reading in KS2 to ensure vulnerable pupils develop good self-directed reading habits

Pastoral programmes already in place will continue through the Pastoral Team, and whole school approach to behaviour policy, focussed on “consequences” rather than “punishment” will continue.