

Pupil premium strategy Yatton Schools

1. Summary information					
School	Yatton Church of England Junior School				
Academic Year	2019-20	Total PP budget	£68,460	Date of most recent PP Review	7/2018
Total number of pupils	348	Number of pupils eligible for PP	52	Date for next internal review of this strategy	7/2020

2. Current attainment		
	<i>Pupils eligible for PP (17 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths	38%	67% (National average 65%)
% making at least the expected standard in reading	55%	80%
% making at least the expected in writing	55%	79%
% making at least the expected in maths	64%	77%
Progress score in reading	-1.34	1.15
Progress score in writing	-2.21	-1.32
Progress score in maths	-0.62	-0.88

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor basic writing skills – being able to develop their ideas into meaningful and logical sentences and paragraphs.
B.	Diminishing differences in knowledge in basic mathematical concepts.
C.	Developing inference skills in comprehension of texts.
D.	Emotional wellbeing in order to be ready to learn.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	For a small group – help with completing homework poor parental engagement.

4. Desired outcomes / Success Criteria		How will this be monitored?
A.	To improve outcomes in writing so that children 75%+ attain expected outcomes in all year groups.	Pupils to make at least progress in the year against Insight Tracker objectives Y6 children SATs results. (2020) Y3-5 Insight Assessment and in-house assessment tests/ moderation of writing. Groups analysed to include SEN, non-SEN, high prior attainment/ NFER tests Questionnaire / Learning Mentor Logs
A.	100% of high prior attainment pupils write at greater depth in all year groups.	
C.	To improve outcomes in reading so that children 75%+ attain expected outcomes in all year groups.	
C.	To increase outcomes of high prior attainment readers to attain the higher standard to 40%.	
B.	To improve mathematics so that children 70%+ attaining expected outcomes in all year groups.	
D.	Children are happy and engaged in their learning.	

5. Planned expenditure					
Academic year		2019-20			
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?
68%+ children attain the expected standard in writing and maths, 75%+ in reading.	Feedback	Teaching and Learning Toolkit +8 NFER Nov 2019	It is a non-negotiable in our expectation of quality first teaching and monitored in all observations. Learning Support Assistants are timetabled for support/challenge.	Phase Leaders	Reviewed at every work scrutiny.
	Learning Support Assistants	Teaching and Learning Toolkit (+3/+1)		SENCo	Reviewed at Pupil Progress Meetings
		NFER Nov 2018			

Total budgeted cost	£17,276
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ii. Targeted support – Every disadvantaged child has small group or 1:1 tuition with an Education Coach weekly

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?
Every child makes good progress in reading, writing and maths to diminish any differences that may exist.	Small group tuition (+4)	Teaching and Learning Toolkit – each child has time with a TA where Meta-cognition and self-regulation skills (+8) are used. The children targeted to improve reading are getting Reading comprehension strategies (+5)	JK check timetable and fill in provision map for every disadvantaged child. JK to monitor provision. TA to check-in regularly with Class teachers. TA to review impact with class teachers at Pupil Progress Meeting.	JK / RB	Termly review as Pupil Progress Meeting
	One-one tuition (+5) Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. SPAG and maths calculation strategies and terminology.				Summative Review July 2020

Total budgeted cost					£22163.15
iii. Other approaches: Learning Mentor, Join-Up, Join-In Fund/ Book Club, Subsidised Trips					
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 are happy and ready to learn and know how to learn.	Learning Mentor (+4)	Individualised approach addressing barriers to learning including behaviour.	Learning Mentor timetable and notes.	JK/ KP	July 2020
Every child can access extra-curricular to boost self-confidence and follow their own interests, skills and talents.	Join-Up, Join-In Fund/ Book Club (+2)	Teaching and Learning Toolkit	Letter/reminders out to parents annually. Log kept of funds spent. Questionnaire to parents	JK	July 2020
Total budgeted cost					£19,661.68 + £9360+ £5250

6. Review of expenditure						
Previous Academic Year		2018-9				
Pupil Premium used for:	Amount allocated to the intervention/ Action	Is this a new or continued activity or action?	Brief Summary of intervention or action, including details of Year groups, pupils involved and the timescale.	Specific intended outcomes: how will intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will the activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?

<p>Join Up Join In</p>	<p>£10879</p>	<p>Continued.</p>	<p>FSM/LAC pupils to receive £180 towards extended schools activities of their choice.</p>	<p>Provide equal opportunity for all children to access extra-curricular activities. Aimed to raise confidence and breadth of learning experiences.</p>	<p>Join-Up, Join- In register. (Bursar)</p> <p>Annual questionnaire to parents/children (Leadership Team.)</p> <p>Success criteria</p> <ul style="list-style-type: none"> 70+% of FSM/LOC up-take on AFSC activities. <p>80+% report increased confidence.</p>	<p>Junior : 54 children/ 97% accessed their Join-Up, Join –In grant. The families who did not were regularly communicated with including options for use of the funds.</p> <p>Clubs included YAS, Breakfast Club, Harmonica, Art, Street Dance, Karate, Music tuition, Recorder, Choir, Computer Explorers, Hockey, Mendip Outdoor Pursuit, Piano, Sewing Club and uniform.</p> <p>Provided transport to school.</p> <p>Children also bought £1,171.33 worth of books from the Baker Book Club.</p>
<p>Learning Mentors (coaching)</p>	<p>£19,100</p>	<p>Continued</p>	<p>All year groups.</p> <p>Children in needs, socially, academically, emotionally who have been referred by teacher or parent.</p> <p>KP trained in ELSA</p>	<p>This is hard to say as each child identified has different issues/ needs. A tailored program with specific targets will be put in place for improvement.</p>	<p>Monitored by LT.</p> <p>Learning Mentor provides LT with targets and updates of progress against targets on termly basis.</p> <p>LT evaluate against progress in class.</p>	<p>Learning Mentor continues to meet with over 80% of PPG children. The impact on their emotional wellbeing is significant and allows for the children to enjoy, engage and achieve in school.</p> <p>Outcomes for this expenditure are very student specific as in the main the Learning Mentor has been supporting children’s emotional health so that they are ready for learning. For example; a child was supported throughout Y5 and 6 to deal with a difficult home life. The child was able to take the SATs and make a successful transition to secondary school.</p> <p>In Y6 the LM helped 3 children with an extended transition to their secondary school.</p> <p>Progress for all children that accessed LM time last year was at least in line with non-PPG peers.</p>

<p>Education Coaches – 1:1 tuition for all children</p>	<p>£22163</p>	<p>Continued</p>	<p>Every child has 2 sessions weekly with the Edu Coach to focus on basic skills.</p> <p>Reading – Project X</p> <p>Maths – Count-On – Y5 and 6</p>	<p>FSM learners targeted if progress has slowed regardless of ability.</p> <p>Achieve: accelerated progress in the subject and increased confidence.</p>	<p>Monitored by HT</p>	<p>The Education Coaches this year changed the format of the sessions with the children which resulted in significant progress for all children.</p> <p>Year 3 and 4 – Tuition focused on spellings, times tables and the four calculations at age-related expectation. Progress was carefully tracked by the Education Coach and small steps logged for each spelling and tables learnt. Each child has a portfolio of achievement that tracks these small steps of progress.</p> <p>Year 5 and 6 – Tuition focused on spellings, times tables and the four calculations at age-related expectation. Progress was carefully tracked by the Education Coach and small steps logged for each spelling and tables learnt. Each child has a portfolio of achievement that tracks these small steps of progress. In Year 5 and 6 the Education Coach also worked on post-teaching objectives highlighted by class teachers and for Year 6 strategies to help deal with SATs.</p>
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<p>Contribution towards additional LSA classroom support</p>	<p>£24,268</p>	<p>Continued</p>	<p>Additional LSA allows intervention work to take place either with LSA or to enable class teacher to work with smaller groups of less able children.</p>	<p>Provision of 1:1 or small group work to support and extend learning in class. FSM are identified in all teachers planning which means that we ensure LSA's are used to improve outcomes for them.</p> <p>Achieve – Close the gap between FSM and non-FSM specifically progress.</p>	<p>Monitored by the LT through identifying which children benefit from intervention/support e.g. maths, <i>Nessy</i>, <i>Stride Ahead</i> (Comprehension), reading, SNIP groups and using assessment data to check these pupils are making the same or better progress than non-FSM peers.</p>	<p>A variety of work both inside and outside of quality first teaching was led by LSA's in all year groups. Children put on interventions as a result of pupil progress meetings termly. The impact of these was measured in the same way, checking that children were on track for making at least expected progress in the year which is the target for all children across the school.</p> <p>The following data is taken from the school assessment system – Insight</p> <p>(14 children/33% of disadvantaged children on SEN register compared to 24/ 11% of non-disadvantaged peers.)</p> <table border="1" data-bbox="1682 614 2154 917"> <thead> <tr> <th>Reading</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>3 (13)</td> <td>62%</td> <td>87% (75)</td> </tr> <tr> <td>4 (19)</td> <td>79%</td> <td>84% (61)</td> </tr> <tr> <td>5 (10)</td> <td>70%</td> <td>78% (81)</td> </tr> </tbody> </table> <table border="1" data-bbox="1682 991 2154 1294"> <thead> <tr> <th>Writing</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>3 (13)</td> <td>54%</td> <td>74% (75)</td> </tr> <tr> <td>4 (19)</td> <td>37%</td> <td>61% (61)</td> </tr> <tr> <td>5 (10)</td> <td>50%</td> <td>72% (81)</td> </tr> </tbody> </table>	Reading	Disadvantaged	Non-disadvantaged	3 (13)	62%	87% (75)	4 (19)	79%	84% (61)	5 (10)	70%	78% (81)	Writing	Disadvantaged	Non-disadvantaged	3 (13)	54%	74% (75)	4 (19)	37%	61% (61)	5 (10)	50%	72% (81)
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TOTAL Pupil Premium allocation:	£76,410 (£9090 above funding)																													

7. Additional detail

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

PRINCIPLES WHICH UNDERPIN HOW THE PUPIL PREMIUM GRANT (PPG) WILL BE ALLOCATED AT THE FEDERATION OF YATON SCHOOLS

The following statements underpin our vision of how to make best use of the PPG, and outline the procedures that should lead to the best possible impact on outcomes for the targeted pupils:

- ✓ In making provision for our pupils, we recognise that not all pupils who qualify for the PPG are disadvantaged
- ✓ We regularly and carefully identify which pupils are underachieving, particularly in reading, writing and maths, in order to put appropriate support in place
- ✓ We use achievement data frequently to check whether interventions are working and make adjustments accordingly.
- ✓ We ensure that eligible pupils who are working within upper core/extension groups are also given appropriate support in order to maximise their achievement.
- ✓ We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, especially those eligible for PPG, and that simply relying on interventions is not in itself sufficient.
- ✓ We ensure that support staff are highly trained and understand their role in helping pupils to achieve.
- ✓ We systematically focus on giving our pupils clear, useful feedback about their work, and ways that they could improve it.
- ✓ We use, wherever possible, a member of school teaching staff to teach intervention groups or target pupils requiring 1:1 support.
- ✓ We provide targeted support to improve attendance, punctuality, behaviour or links with families where these are considered barriers to a pupil's learning.
- ✓ We ensure that class teachers and learning support staff know which pupils are eligible for the Pupil Premium Grant so that they are accountable for accelerating their progress.
- ✓ We will allocate PPG following a needs analysis which will identify priority classes, groups or individuals.
- ✓ We appreciate that, although the focus of the PPG is to close attainment gaps for disadvantaged pupils, the PPG will also be allocated to support the emotional well-being of pupils and the extension of more able recipients.
- ✓ We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school who we have legitimately identified as being disadvantaged. Each intervention may be inclusive of children receiving the PPG

PROVISION FOR PPG AT THE FEDERATION OF YATTON SCHOOLS

In order to make decisions about how PPG funding should be used, we read several documents including:

- ✓ “The Pupil Premium; How schools are spending the funding successfully to maximise achievement” (Ofsted)
- ✓ “The Pupil Premium; Analysis and Challenge Tools for schools” (Ofsted)
- ✓ “The Pupil Premium; How schools are using the pupil premium funding to successfully maximise achievement” (Ofsted)
- ✓ “Pupil Premium Toolkit” - The Sutton Trust
- ✓ EEF Teaching and Learning Toolkit
- ✓ Supporting the attainment of disadvantaged pupils: articulating success and good practice

We recognise that all pupils have different needs and will respond differently to interventions and support. We also realise that there is a range of strategies that could be employed to accelerate progress or address a pupil’s individual needs. We have developed a provision map to show the range of activities for the federation.

The following list is an indication of the support that may be given, although this is by no means definitive, nor will every eligible child require each identified aspect:

- (1) **Academic work** including additional class-based or intervention work to accelerate the progress of targeted groups or individuals this includes learning support work to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified special educational needs
- (2) **Well being** work to raise self-esteem, overcome emotional barriers or support children to make appropriate choices in order to maximise learning opportunities
- (3) **Enrichment and engagement** to provide opportunities for pupils to develop talents in sport and music (for example) to improve self-confidence and motivation for school

Every disadvantaged child has an individual provision map that shows the range of support accessed in 2018-9

