

Pupil premium strategy Yatton Schools

1. Summary information					
School	Yatton Voluntary Controlled Infant School				
Academic Year	2019-20	Total PP budget	£34,320	Date of most recent PP Review	7/2018
Total number of pupils	233	Number of pupils eligible for PP	26/10.7%	Date for next internal review of this	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	(4 pupils) 75%	82%
% achieving the expected standard or above in writing	(4 pupils) 50%	74%
% achieving the expected standard or above in maths	(4 pupils) 50%	81%
% making at least the expected in phonics in Year 1	100%	92%
% making at least the expected in phonics in Year 2	96%	97%
% achieving a Good Level of Development	36%	84%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Poor verbal speaking skills e.g. vocabulary and speaking in sentences.	
B.	Poor basic writing skills – being able to develop their ideas into sentences.	
C.	Phonic skills	
D.	Emotional wellbeing in order to be ready to learn.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental support of phonics and reading in the EYFS and Y1.	

4. Desired outcomes		Success criteria
A.	To improve the attainment in Year 1 phonics to be in line with non-disadvantaged children at 81+% (Not SEN)	Pupils to make at least expected progress in the year.Y1 and 2 children Phonic Screening and assessment during year Y1-2 Insight Assessment and in-house assessment tests/ moderation of writing. Questionnaire / Learning Mentor Logs EYFS profile – children target to make rapid progress.
B.	Higher prior attainment pupils write at greater depth in all year groups.	
C.	To improve speaking skills in EYFS and Y1 so children can verbalise sentences successfully for writing.	
D.	To improve outcomes in maths so more children achieve greater depth at the end of Y2.	
E.	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?
75%+ children attain the expected standard in reading, writing and maths. 75%+ children attain a GLD	Feedback	Teaching and Learning Toolkit +8 NFER Nov 2015	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) NFER Nov 2015		SENCo	Reviewed at Pupil Progress Meetings

Total budgeted cost					£0
ii. Targeted support – Every disadvantaged child has small group interventions.					
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.	Reading Intervention (+4)	Teaching and Learning Toolkit – . The children targeted to improve reading are getting Reading comprehension strategies (+5) Talk Boost – 6 week program	JK check timetable and fill in provision map for every disadvantaged child. JK and LA to monitor provision. Each Intervention has an assessment tool to track progress and impact.	JK / LA	Termly review as Pupil Progress Meeting
	Speech and Language Intervention (+5)			SE / KW/ MH	Summative Review July 2020
	First Class@ Number (+5)	10 week program – 30 minutes x3 per week.	Assessment using Sandwell Early Numeracy Test		Assessment using Sandwell Early Numeracy Test
Total budgeted cost					£15,400 + 7,100
iii. Other approaches: Learning Mentor, Join-Up, Join-In Fund/ Book Club, Subsidised Trips, Coaching					
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/ LW	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					£5200 + £5300+ £1000 + £1200

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?
Join Up Join In	£4,680	Continued.	FSM Ever 6/LAC pupils to receive £180 towards extended schools activities of their choice.	Provide equal opportunity for all children to access extra-curricular activities. Aimed to raise confidence and breadth of learning experiences.	Join-Up, Join- In register. (Bursar) Annual questionnaire to parents/children (Leadership Team.) Success criteria <ul style="list-style-type: none"> 75+% of FSM/LOC uptake on AFSC activities. 80+% report increased confidence. 	Infant : 26 children / 85% accessed their Join-Up, Join –In grant. The families who did not were regularly communicated with including options for use of the funds. Clubs joined included YAS, Breakfast Club, Holiday Club, Street Dance, Coding and Football. This fund has also been used to purchase books (40% of children).

Learning Mentor	£4,620	Continued	All year groups. Children in needs, socially, academically, emotionally who have been referred by teacher or parent.	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.	Monitored by LT. Learning Mentor provides LT with targets and up-dates of progress against targets on termly basis. LT evaluate against progress in class.	Our Learning Mentor changed how she worked this year due to changing needs of the children. She led programs such as Volcano in my Tummy and Anxiety Gremlins for individuals. Our Learning Mentor also worked on self-esteem and Growth Mindset with learners.
Teaching Assistant for First Class for number programme	£5,175	Three afternoons funded last year with Pupil Premium. Additional afternoon per week added this year following positive impact.	FSM/ LAC and other target children in Y2 who are target EXS	4 month Intervention aimed at improving basic skills in maths. Success will be improvement in attainment/ progress in maths. (Progress of at least +6 months and at least sufficient progress from EYFS starting points.) Achieve – Maintain or further close the gap between FSM and Non-FSM.	Monitored by KW fed back to SLT. Assessment at beginning /end of intervention with progress measured in age related scores.	4 children in Year 1 and Year 2 completed this intervention. Using the Sandwell Test the average increase in age related scores was 8.5 months, with 75% of the cohort gaining 10 month+ progress.
Milk	£1,000	New for wef Jan. 2014 following introduction of new School Food Regulations	All pupils entitled to Pupil Premium are entitled to free school milk	To ensure that all pupils entitled to Pupil Premium have access to good nutrition.	On-going monitoring by class teachers.	All children were provided with milk daily.

<p>Teaching Assistant support</p>	<p>£24,125</p>	<p>Additional support</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:</p> <p>Talk Boost Programme</p> <p>Reading Recovery and Phonics Push/ Trugs</p> <p>Post Teaching following formative assessment from teachers</p>	<p>Monitored by the LT through identifying which children benefit from intervention/support e.g. maths groups and using assessment data to check these pupils are making the same or better progress than non-FSM peers.</p>	<p>EYFS:</p> <p>36% (4/11 children) made GLD compared to 84%. This was low for our school. 2 children joined the school mid-year and 3 children are SEN. All children made good progress from starting points.</p> <p>Year 1 Attainment in reading 77%, writing 54%, maths 62% compared to non-disadvantaged 81%,72%, 81%. Phonics -100% achieved the expected standard compared to 92% non-disadvantaged.</p> <p>Year 2 4 children in cohort – 1 child SEN and not at the level of SATs, assessed against small steps.</p> <p>Progress from EYFS Profile</p> <table border="1" data-bbox="1720 884 2145 1412"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>Reading (% making at least expected progress from EYFS profile)</td> <td>86%</td> <td>81%</td> </tr> <tr> <td>Reading Dis-advan</td> <td>91%</td> <td>100%</td> </tr> <tr> <td>Writing (% making at least expected)</td> <td>79%</td> <td>83%</td> </tr> </tbody> </table>		Year 1	Year 2	Reading (% making at least expected progress from EYFS profile)	86%	81%	Reading Dis-advan	91%	100%	Writing (% making at least expected)	79%	83%
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						<p>Social interaction.</p> <p>All children made significant progress which had a positive impact on their literacy learning.</p> <p>For example: One child's results:</p> <p>Understanding Spoken language progress from 3 to 13</p> <p>Understanding of and using vocabulary progress from 3 to 15</p> <p>Sentences progress from 5 to 15</p> <p>Story- telling and narrative progress from 5 to 13</p> <p>Social interaction. progress from 4 to 11</p>
TOTAL Pupil Premium allocation:	£39,600					

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

