

Pupil Premium Strategy 2019-2020 Annotated Review December 2019

1: Summary information					
School	Yarnfield Primary School				
Academic Year	2019/20	Total PP budget	£384,120	Date of most recent PP Review	March 2019
Total number of pupils	645	Number of pupils eligible for PP	291	Date for next internal review of this strategy	

2: Current attainment							
	National 2019		School 2019				
	National all	National other	School all	School other	School disadvantaged	Gap (Schools dis and Nat. other 2018 / 2019)	
						2018	2019
EYFS (GLD)	72%	TBC	65%	67%	65%	+5	TBC
Phonics	82%	84%	76%	76%	80%	+1	-4%↓
Key Stage 1							
Reading	75%	78%	65%	64%	67%	-12	-11%↑
GD	25%	28%	25%	31%	13%	-19	-15%↑
Writing	69%	73%	60%	65%	50%	-12	-23%↓
GD	15%	17%	16%	21%	7%	-11	-10%↑
Maths	76%	79%	71%	67%	77%	-16	-2%↑
GD	22%	24%	21%	24%	13%	-18	-11%↑
Key Stage 2							
Combined	65%	71%	44%	49%	41%	-46	-30%↑
Reading	73%	78%	62%	70%	57%	-30	-21%↑
HS	27%	31%	15%	18%	14%	-25	-17%↑

Writing	78%	83%	61%	64%	59%	-37	-24%↑
GD	20%	24%	0	0	0	-18	-24%↓
Maths	79%	84%	72%	77%	69%	-47	-15%↑
HS	27%	31%	14%	15%	12%	-20	-19%↑
Reading			-3.0	-2.1	-3.7		(2018)
Writing			-4.7	-4.5	-4.8		
Maths			-2.2	-1.1	3.0		

3. Attendance Information

	Overall Absence		Persistent Absence	
	School:	National 2019	School:	National 2019
Disadvantaged	3.4%	5.9%	8.3% / 29 pupils	17.6%
Other	3.6%	3.5%	5.09% / 19pupils	6.3%
Overall	3.5%	3.9%	6.64% / 48pupils	8.4%

4. Barriers to future attainment (for pupils eligible for PP)

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

A.	Pupils start school with limited spoken and technical vocabulary compared to their peers. (see section 6.2)
B.	Some pupils have a limited understanding of the world they live in due to lack of experiences (See section 6.3)
C.	Some pupils have limited reading, writing and maths skills and experiences (see section 6.1)

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

D	The school serves an area of high deprivation. As a result, a number of disadvantaged pupils face instability at home which has an impact on their language acquisition, attendance and emotional wellbeing in school. A large majority of pupils have English as an additional language. See section 6.1, 6.2, 6.3)
E	Attendance and punctuality of disadvantaged pupils is likely to be lower than their peers (see section 6.3)
5: Intended outcomes (<i>specific outcomes and how they will be</i>)	
Success criteria	
A.	To reduce the difference in attainment in reading, writing and maths between disadvantaged pupils in the school and nationally in Reading, writing and maths across all Key Stages
B.	Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world through real-life and practical experiences. E.g. visits, visitors and extra-curricular opportunities which broaden pupils' horizons and raise their aspirations.
C.	To improve attendance, emotional wellbeing and behaviour for learning for disadvantaged pupils in order to achieve in line with other pupils nationally and have access to extra-curricular opportunities, broaden their knowledge and perspective of the world.
D.	To improve the linguistic and oracy skills of disadvantaged pupils so that they verbally confident to talk about their learning and experiences
	Disadvantaged pupils make accelerated progress so that an increased proportion meet age related expectation in the Early years and Key Stage 1 and 2 and they are closer in line with their peers nationally in reading, writing and mathematics and combined. See FFT for further details.
	Disadvantaged pupils have a greater understanding of the world they live in through rich and varied experiences and, as a result, meet the demands of the curriculum, leading to them to becoming more confident as learners and thus make accelerated progress.
	The attendance of disadvantaged pupils compares favourably in comparison to their peers as they are supported to be ready to learn. Number of pupils who are persistently absent reduces with the attendance of disadvantaged pupils improving. Disadvantaged pupils are highly motivated and inspired by the wider curriculum experiences, as confirmed by pupil voice and make accelerated progress across the curriculum.
	Pupils are confident in articulating their learning and emotional well-being and have a greater general knowledge and understanding of the wider world which has a positive impact on their outcomes and personal development.

6: Planned expenditure					
6.1: Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What is working/not working?
Improve reading, writing and mathematical skills for pupils eligible for PP in Early Years, Key stage 1 and 2 so that a greater proportion achieve the combined measure and are ready to access the next stage of their education.	<p>Support teachers with delivering the Principals of instruction</p> <p>Teachers to carry out research/ read about Meta cognition and self-regulation</p> <p>Teachers explicitly teach pupils to adopt effective strategies to become independent learners (Learning to learn)</p>	<p>EEF research shows that meta cognition and self-regulation processes enhance outcomes for pupils</p> <p>Mastery approaches that help pupils develop a deep and secure understanding of mathematics at each stage of their learning so that by the end of the year/phase, they have acquired mastery of the mathematical facts and concepts they've been exposed to</p>	<p>CPD on Learning to learn</p> <p>Monitoring though book looks, pupil voice and discussion with staff - on-going</p> <p>Data analysis of termly assessments – on-going</p>	<p>SLT</p> <p>SLT</p>	<p>Staff Meeting & Trust CPD Twilight</p> <p>Introduced teaching cycle for maths with next steps planned for January 2020</p>
	<p>Introduce whole class feedback</p> <p>Embed peer to peer and self-assessment</p> <p>Embed live marking</p>	<p>Research shows that pupils make accelerated progress when feedback is timely, relevant and of consistently high quality</p>	<p>Modelling whole class marking</p> <p>Staff to share good practice</p>	<p>SLT</p>	<p>Coaching and support from subject leaders referring to live marking and making suggestions (Maths Deep Dive)</p>
	<p>Continue to support and provide training for staff on delivering effective</p> <p>Writing</p> <p>Reading</p> <p>Maths</p>	<p>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils</p>	<p>Coaching and training for staff</p> <p>Visiting speakers</p> <p>Collaboration with Secondary colleagues</p>	<p>Principal</p>	<p>One member of staff from each phase attended external training – History and Geography</p>

	<p>subjects across the wider curriculum</p> <p>Motivate pupils through competition and challenge e.g. Timestable Rockstars</p> <p>Reduce class sizes in year 6</p> <p>SENCo to provide in class support; including modelling for teachers and support staff</p>	<p>EEF 2018 report acknowledges that quality first teaching and high quality CPD</p> <p><i>Excellence in teaching model (Barak Rosenshine)</i></p> <p><i>Pupil Premium is not working (Professor Becky Allen)</i></p> <p><i>Teach everyone better (Tom Sherrington)</i></p>	<p>Data analysis of termly assessments</p> <p>Pupil progress meetings – all on-going</p> <p>Learning walks, book looks and in school data</p>	<p>Diversity and Inclusion lead</p>	<p>Collaboration with NInestiles & Lyndon – English & Music</p> <p>Maths manipulative training across phases</p> <p>One member of staff from each phase visited an alternative setting (maths)</p> <p>Trust Maths Twilight (with Oaklands at Yarnfield)</p> <p>Timestable Rockstars – passwords issued. Yarnfield 4th highest scoring primary in local area. Next step January – set up battles</p> <p>4 classes in year 6 to reduce size of groups and maximise impact of additional staffing</p> <p>SENCo attended Autumn 2 PPMs, next steps, developing scaffolds support resources for English and maths, providing additional support reading with targeted PP children.</p> <p>Additional adult from January to support delivery of targeted intervention groups in reading, writing and maths.</p> <p>Half termly</p>
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	<p>Continue to ensure effective targeted deployment of teaching Assistants</p> <p>Teaching Assistants to observe good practice</p> <p>Provide CPD on the national curriculum</p> <p>Support teaching assistants with delivering the Principals of instruction</p>	<p>Making Best Use of Teaching Assistants (EEF Recommendations)</p>	<p>SENCo to provide bespoke CPD for Teaching assistants</p>	<p>Diversity and Inclusion lead</p>	<p>What's working?</p> <p>Deploying TA's to carry out interventions based on CPD audit matched to year group priorities, e.g. reading, maths, PA attendance, with SENCo providing bespoke CPD as needed</p>
<p>Improve the linguistic and oracy skills of all pupils. including in the Early years</p>	<p>Teachers encourage and reinforce speaking and responding in full, complete and well-articulated sentences</p> <p>Teachers plan opportunities for pupils to develop a greater range of spoken vocabulary through debates and discussions</p> <p>Teachers offer pupils opportunities to speak to a range of audiences including public speaking; Pupils to practice and rehearse poetry</p>	<p>EEF research shows that oral language intervention aims to support learners' articulation of ideas and spoken expression</p>	<p>CPD on developing speaking and listening</p> <p>Learning walks</p> <p>Speaking to pupils</p> <p>In assemblies and when presenting to an audience</p> <p>Phase leaders to hear pupil's poetry performances</p>	<p>Communication and Language Lead</p>	<p>What's working? -</p> <p>Poetry Day 25/10/19</p> <p>Anthologies of Poetry</p> <p>Staff shared and performed favourite poems</p> <p>Pupils listened to, learnt and performed poems to an audience</p> <p>Visiting poet year group workshops</p>
Total budgeted cost					£98,900

6.2: Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gap in reading attainment of pupils in line with all pupils nationally	<p>Accelerated reader for KS2 pupils</p> <p>Purchase additional reading books for reading with a purpose</p> <p>Purchase additional reading material to promote reading for pleasure</p> <p>Phonic intervention – Letter & Sounds</p> <p>Focus on Common Exception Words (CEWs) – daily check</p> <p>Year 2 and 6 before and after school revision classes</p> <p>Morning reading clubs Targeted reading support with a specific focus on lowest 20%</p> <p>Library visits</p> <p>Focus groups on further developing Reading comprehension strategies</p>	<p>EEF research shows tutor computer-based approaches improve outcomes</p> <p>EEF research shows that phonics approach is effective in supporting early reading</p>	<p>Listen to pupils read Monitor reading ages and progress PIRA outcomes</p> <p>English lead and English advocates to purchase books which reflect pupil interest. Books for reading for pleasure and purpose</p> <p>Monitoring phonics and recognition of CEWs</p>	<p>Inclusion and Diversity lead</p> <p>English Lead & phase leaders</p> <p>Phase leaders & Inclusion and Diversity lead</p>	<p>Early morning reading with PP pupils (R, 3, 4, 5, 6) when attending regularly, evidenced by PIRA reading age scores. PV indicates that pupils recognise the benefits and can explain how it has helped them</p> <p>Next steps - Purchase of Accelerated reader and 90 laptops to start Spring 1 (R, 2, 6)</p> <p>Next steps – audit existing resources (e.g. Project Code X) and order more decodable books (Peters). Librarian (JA) liaised with English Lead to devise a questionnaire to gather PV on reading interests</p> <p>EYFS team devised new phonic structure with English Lead, returning to whole-class delivery. CPD from Educational Advisor looking at Phonics and Early Reading. English Action Plan identifies need to whole-school phonics training</p> <p>CEWs part of PM Reading interventions</p>

					<p>Year 6 after school revision classes to begin Spring 1</p> <p>Clubs started in Autumn term with progress monitored and tracked. New pupils identified for Spring 1 using PIRA test data at PPMs.</p>
To narrow the gap in maths attainment of pupils in line with all pupils nationally	<p>Year 2 and 6 before and after school revision classes</p> <p>Maths after school clubs for identified pupils – including more able</p>	EEF research shows tutor computer-based approaches improve outcomes	PUMA outcomes	Maths Lead	<p>Half termly</p> <p>We do not currently have plans to purchase this online resource</p> <p>Year 6 revision sessions starting January, including more able</p>
To Improve the linguistic, oracy and articulation skills, of all pupils including Early Years	<p>Speech and Language Therapist to train staff in delivering WellComm</p> <p>WellComm – programme to be delivered by Teaching assistants</p> <p>SENCo to identify pupils who need the support of Speech and language therapist and action</p> <p>Pupils to sing to aid articulation and extend vocabulary</p> <p>Performances – assemblies</p>	EEF research shows that oral language intervention aims to support learners' articulation of ideas and spoken expression	<p>CPD for teaching Assistants on WellComm</p> <p>Diversity and Inclusion lead to monitor and support the quality of delivery</p> <p>EYFS and Year 1 teachers to timetable WellComm</p> <p>Diversity and Inclusion lead to gather entry and exit data</p> <p>Timetable singing and assembly sessions</p>	<p>English Lead</p> <p>Early Years lead</p> <p>Diversity and Inclusion lead</p> <p>Class teachers and Singing teacher</p>	<p>Termly</p> <p>Wellcomm being delivered in Reception 2 X weekly by Tas</p> <p>Next Step for D&IL and year 1 Tas to have training (TB liaise with AT and SALT to identify date Spring 1)</p>

Total budgeted cost

£160,000

6.3: Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The attendance of disadvantaged to be in line with national figure</p> <p>Persistent absence below national</p> <p>Reduce lateness</p>	<p>Attendance officer to work with focus/identified pupils including first day absence calls</p> <p>Pick up and drop off most vulnerable pupils to and from school</p> <p>Reward and praise pupils who regularly come to school on time</p>	<p>Research shows that pupils who attend school regularly and on time achieve higher outcomes</p>	<p>Fortnightly meetings with EWO</p> <p>Discussions during Inclusion meeting</p> <p>Monitor attendance data</p>	<p>Diversity and Inclusion Lead</p>	<p>Fortnightly Inclusion meeting, daily liaison between TB and RH, EWO and School Nurse supporting cycle and follow up actions</p> <p>Next steps, agree upon further steps to reduce lateness (incentives, monitoring, parental liaison). Focus on Inclusion meeting.</p>
<p>Pupils are confident, resilient and articulate when faced with difficult or new situations</p>	<p>Greater opportunities for pupils to discuss and share their learning</p> <p>Pupils to have opportunities to perform to a number of different audiences including Birmingham Hippodrome</p> <p>Pupils to work with drama lead on sketches and short performances</p>	<p>EEF – Research shows that intervention which promotes social and emotional learning has a positive impact on the self-management of their emotions</p> <p>EEF – Outdoor adventure learning, sports participation and arts participation improves outcomes for pupils</p>	<p>Learning walks and pupil interviews to ascertain level of confidence</p> <p>English lead to support planning and delivery of speaking and listening activities</p>	<p>Ellen Holt</p> <p>Drama lead- Birmingham Hippodrome</p>	<p>This term, Year 4 and 5 pupils have been working on a piece of performance art and will performing at Birmingham Hippodrome in January (Education Network)</p>
<p>Raise the aspirations and broaden the knowledge and experiences of the wider world</p>	<p>Pupils to experience a greater number of first-hand experiences beyond their immediate environment and community</p> <p>Subsidise the cost of educational visits</p>	<p>EEF – Outdoor adventure learning, sports participation and arts participation improves outcomes for pupils</p>	<p>Curriculum lead to monitor the range of experiences pupils encounter</p> <p>Curriculum Lead to monitor planning</p>	<p>Curriculum lead</p>	<p>More trips planned this year that link with projects/wider curriculum and visitors to school, e.g. dinosaur visit. History specific visits planned, Space Centre (Year 5)</p>

	<p>Subsidise overnight and residential visits</p> <p>Pupils to take part in sports</p>		Educational visits lead to support staff in organising visits including overnight and residential	Educational Visits lead	
				PE lead	
To raise parental involvement	<p>Parents invited to reading and maths workshops</p> <p>Support parents in helping their children read</p> <p>Learning mentor to lead on parent /pupil reading sessions - Chatterbooks</p> <p>Parents invited to watch teachers teach – see above</p> <p>Parents invited to curriculum workshops e.g. parent/ pupil art sessions</p>	<p>Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF – EY Toolkit)</p> <p><i>Jeremy Finn – Parental Engagement that makes a difference</i></p>	English and maths leads to lead and monitor attendance at workshops	<p>Maths lead</p> <p>English lead</p> <p>Phase leaders</p>	<p>Reading (watch teachers teach) planned in January, maths workshops Spring 2.</p> <p>Chatterbooks worked well for 2 families who attended regularly (1 X SEND/2 X PP). Initially 12 letters sent out, 6 parents took up the offer, 5 attended first week, then dropped down to 4 and then 2. Next Step – January, two after school clubs, one targeting boys and the other pupils in Year 3/4 only.</p>
Total budgeted cost					£125,220