

Pupil Premium Strategy Statement: 2018/19

| 1. Summary Information | | | | | |
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| School | Yarnfield Primary School, A Ninestiles Academy. | | | | |
| Academic Year | 2018/19 | Total PP budget | £402,600 | Date of most recent PP Review | Oct 16 |
| Total number of pupils | 626 | Number of pupils eligible for PP | 305 | Date for next internal review of this strategy | Dec 2018 |

| 2. Attendance Information | | | | |
|---------------------------|-----------------|---------------|--------------------|---------------|
| | Overall Absence | | Persistent Absence | |
| | Yarnfield | National 2016 | Yarnfield | National 2016 |
| Disadvantaged | 5.80% | 4.2% | 13.37% 23 pupils | 18.0% |
| Other | 4.15% | 3.9% | 6.81% 22 pupils | 7.1% |
| Overall | 4.52% | 4.0% | 8.66% 53 pupils | 8.7% |

| 3. Outcomes: 2018 Statutory Testing Data | | | | | | |
|---|----------------------------------|---|---|-------------------------|---|---------------------------------------|
| | ALL (national in brackets) | Pupils eligible for PP (National) | Pupils not eligible for PP (National) | In school difference | Difference to national other (National) | National average for all pupils |
| EYFS GLD | 65.8% (72%) | 77% (57%) | 61% (75%) | +16% | +2% | 72% |
| PHONICS | 80% (82%) | 86% (70%) | 77% (84%) | +9% | +2% (14%) | 83% |
| KS1 EXPECTED STANDARD READING, WRITING, MATHEMATICS | 48.3% (TBC) | 57% (TBC) | 40% (TBC) | -17% | TBC | TBC |
| KS1 HIGHER STANDARD READING, WRITING, MATHEMATICS | 6.9% (TBC) | 5% (TBC) | 9% (TBC) | 4% | TBC | TBC |
| KS1 EXPECTED STANDARD READING | 58.6% (72%) | 67% (TBC) | 51% (TBC) | +16% | TBC | TBC |

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| KS1 HIGHER STANDARD READING | 11.5% (26%) | 10% (14%) | 13% (28%) | -4% | TBC | TBC |
| KS1 EXPECTED STANDARD WRITING | 50.6% (70%) | 62% (54%) | 40% (72%) | +22% | TBC | TBC |
| KS1 HIGHER STANDARD WRITING | 8% (16%) | 7% (8%) | 9% (18%) | -2% | TBC | TBC |
| KS1 EXPECTED STANDARD MATHEMATICS | 57.5% (76%) | 64% (62%) | 51% (79%) | +13% | TBC | TBC |
| KS1 HIGHER STANDARD MATHEMATICS | 10.3% (22%) | 7% (11%) | 13% (23%) | -6% | TBC | TBC |
| Key Stage 2 | | | | | | |
| KS2 EXPECTED STANDARD READING, WRITING, MATHEMATICS | 35%(64%) | 24% (48%) | 49% (67%) | -25% | -43% (-19%) | 64% |
| KS2 HIGHER STANDARD READING, WRITING, MATHEMATICS | 2.2%(10%) | 0% (4%) | 5% (11%) | -5% | -11% (-7%) | 10% |
| KS2 EXPECTED STANDARD READING | 51.7%(75%) | 50% (60%) | 54% (77%) | -4% | -27% (17%) | 75% |
| KS2 HIGHER STANDARD READING | 9%(28%) | 8% (14%) | 10% (29%) | -2% | -21% (-15%) | 28% |
| KS2 PROGRESS READING | -4.7 | - 5.0 | -4.3 | | 0.7 | 0 |
| KS2 EXPECTED STANDARD WRITING | 55.1%(78%) | 46% (66%) | 67% (81%) | -21% | -35% (15%) | 78% |
| KS2 HIGHER STANDARD WRITING | 7.9%(20%) | 6% (10%) | 10% (21%) | -4% | -15% (-11%) | 20% |
| KS2 PROGRESS WRITING | -2.8 | -3.4 | -2.0 | | -1.4 | 0 |
| KS2 EXPECTED STANDARD MATHEMATICS | 44.9%(76%) | 34% (63%) | 59% (80%) | -25% | -46% (-17%) | 76% |
| KS2 HIGHER STANDARD MATHEMATICS | 10.1%(23%) | 8% (13%) | 13% (27%) | -5% | -19% (-14%) | 24% |
| KS2 PROGRESS MATHEMATICS | -5.2 | -6.4 | -3.5 | | -2.9 | 0 |

| 5. Barriers to Future Attainment (for pupils eligible for PP including high ability) | |
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| In-school Barriers | |
| A. | On entry, the basic linguistic, communication and literacy skills of PP pupils are typically below those of other pupils nationally. |
| B. | PP pupils across all PA groups, including those with high prior attainment, do not achieve as well as other pupils nationally with similar starting points in Key Stage 1 & 2. |
| C. | Prior inconsistent teaching has led to lower attainment and progress. |
| External Barriers | |
| D. | The school serves an area of high deprivation. As a result, a number of PP pupils face instability at home which has an impact on pupil's language acquisition, attendance and emotional wellbeing in school. A large majority of pupils have English as an additional language. |

| 6. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve linguistic, communication and literacy skill in Nursery and Reception so that a greater proportion of PP pupils reach the ELGs for C&L and Literacy | Pupils eligible for PP in Nursery and Reception class make rapid progress by the end of the year so that the proportion of pupils eligible for PP who meet age related expectations in both ELGs and GLD are in line or greater than that seen nationally so the gap to national other is diminished. See school, group and individual information for quantifiable targets. |
| B. | Improve outcomes for PP pupils from all PA groups in R, W, M in Key Stage 1 and 2. PP pupils, including those who are most-able make accelerated progress from their starting points, narrowing the gap to national non-pupil premium pupils with similar starting points. | PP pupils make accelerated progress so that an increased proportion meet age related expectations. Gaps between PP pupils across Key Stage 1 and 2 in reading, writing and mathematics and the combined close so that attainment is closer to the other pupils nationally. See school, group and individual information for quantifiable targets. |
| C. | To improve attendance, emotional wellbeing and behaviour for learning for PP 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. | PP pupils' attendance is better than that seen nationally. PP pupils are supported to be ready to learn and as a result meet the demands of the curriculum leading to PP pupils making accelerated progress. |
| D. | Enhance PP pupils' knowledge, skills and understanding in the wider curriculum, through real-life and practical experiences. E.g. visits, visitors and extra-curricular opportunities which broaden pupils' horizons and raise their aspirations. | PP pupils are highly motivated and inspired by the wider curriculum experiences, as confirmed by pupil voice PP pupils make accelerated progress across the curriculum. |

| 6. Planned expenditure | |
|------------------------|---------|
| Academic Year | 2018/19 |

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? |
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| <p>A Improve linguistic, communication and literacy skills in Nursery and Reception so that a greater proportion of PP pupils reach the ELGs for C&L, Reading and Writing.</p> | <p><u>Linguistic and Communication skills</u> Consistency in the delivery in Talk for Writing with a focus on the sequence and structure. Bespoke high quality CPD to embed strategies.</p> <p>Staff to baseline PP pupils in their Communication and Language development and use information ascertained to plan activities to develop these skills.</p> <p>AP/EYFS LP to introduce and implement Helicopter stories. EYFS provision to develop and create a culture of curiosity and wonder at the dexterity of children's imaginings</p> <p>Class teachers to create a language rich environment, through well planned resources and displays</p> <p><u>Literacy Skills in the Early Years</u> <u>Reading</u> Use of school librarian to deliver high quality story sessions, promoting reading for pleasure.</p> <p><u>Phonics</u> Prioritise the teaching of Phonics in Reception. Support pupils with the application of phonics with weekly activities</p> <p><u>Writing</u> Ensure consistency in the delivery of 'Write dance' for Nursery pupils, handwriting sessions in Reception, and</p> | <p>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils. <i>Excellence in teaching model (Barak Rosenshine)</i> <i>Pupil Premium is not working (Professor Becky Allen)</i></p> <p>Storytelling approaches to include: <i>Vivian Gussin Paley</i> <i>Kieran Egan (Teaching as Storytelling)</i> <i>Jonathan Gottschall</i></p> <p>Effective Pedagogic practice in the Reception Year will be informed by: <i>Hundred Review</i> <i>Bold Beginnings</i></p> <p>Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF – EY Toolkit) <i>Jeremy Finn – Parental Engagement that makes a difference</i></p> | <p>CPD focused for EY staff to develop Talk for Writing and how to improve outcomes for PP pupils</p> <p>Gathering and analysing Communication and Language data. Leaders to monitor impact of provision and progress for PP pupils</p> <p>CPD to support the implementation of helicopter stories</p> <p>AP to liaise with EYFS staff to ensure well planned, high quality enhancements and provision in the classroom and outdoors</p> <p>Ensure a range of high-quality texts in the library that appeal to pupils. Timetable weekly reading sessions with librarian support</p> <p>Assess phonics half termly. Leaders/teachers to use gap analysis to monitor and address progress.</p> <p>Timetable daily handwriting opportunities and write dance opportunities. AP/Leaders to monitor the outcomes of identified children using O-Track.</p> | <p>EYFS AP</p> <p>Helicopter stories to be led by the lead Practitioner for Early Years</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Governor responsible for PP</p> <p>Pupil progress meetings (termly)</p> |

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| | <p>use a range of tactile resources to develop further pupils fine motor skills</p> <p>Parental Engagement Families given regular opportunities to be involved in their child's learning journey. Half termly workshops and weekly 'Show and Tell' sessions to enable parents to learn how best to support their children in C&L, R & W at home</p> | | <p>Timetable weekly sessions for Show & Tell for parents</p> <p>Parent-voice, using what went well/even better if Leaders/staff to review impact of workshops and follow up on parental feedback.</p> | | |
| <p>A Costing:</p> <ul style="list-style-type: none"> • Talk for Writing training • Contribution towards staffing • Helicopter stories • Resources including reading materials and language enhancing <p>(A more detailed breakdown of costings is available in school)</p> | | | | | |
| | | | | | Total Budget Cost: £20,308 |
| <p>B. Improve reading, writing and mathematical skills for pupils eligible for PP in 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> | <p>Enhance Quality First Teach through high quality CPD for staff across the core subjects including:</p> <ul style="list-style-type: none"> • Shared reading • Power of Reading approach • Talk for Writing • Effective Maths. • The wider curriculum – Cornerstones. • Impact of live guidance and feedback using higher order questioning. • Effective deployment of TAs • Differentiation for the most-able and these with special educational needs <p><u>Reading</u></p> <ul style="list-style-type: none"> • Introduce and implement reading 'Non-negotiables' with staff. • Develop the classroom environment as a reading environment with space, texts and which promote reading for pleasure. | <p>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils. <i>Excellence in teaching model (Barak Rosenshine)</i> <i>Pupil Premium is not working (Professor Becky Allen)</i> <i>Teach everyone better (Tom Sherrington)</i></p> <p>Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)</p> <p>Feedback - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Metacognition and Self-regulation - high impact for very low cost, based on extensive evidence (EEF Toolkit)</p> <p>Peer Tutoring - moderate impact for very low cost, based on extensive evidence (EEF Toolkit)</p> | <p>With the staff, agree a whole school approach to delivering the reading curriculum including the non-negotiables and the reading cycle.</p> <p>CPD for staff on the Power of reading approach to deliver cross- curricular reading opportunities.</p> <p>CPD on reading strategies including teaching reading through the domains.</p> <p>A half termly review of the effectiveness of the librarian timetable to ensure that the targeted support is having a beneficial impact.</p> <p>In the classroom, all staff will provide effective support and challenge for the PP pupils, including the most-able PP. Progress of target pupils to be</p> | <p>Leaders for reading, writing and mathematics</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Pupil progress meetings (termly)</p> <p>Governor responsible for PP</p> |

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| | <ul style="list-style-type: none"> • Develop a love of reading by having opportunities to appreciate a relevant shared text, focussed questioning and invite visiting authors. • Develop a 'Reading List' and incentive scheme for reading widely and ensure that multiple copies of texts are available to PP Pupils to use. • Develop the range and appeal of texts in the library and promote these through targeted library sessions for PP pupils. <p><u>Maths</u> Improve maths outcomes by:</p> <ul style="list-style-type: none"> • Opportunities to develop arithmetic skills • Effective Maths • Strategies for quick recall of number facts and times tables. • Opportunities for children to use practical resources • Link maths learning to teachers' standards. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Talk for Writing • Drama opportunities through links with Birmingham Hippodrome • Visitors and real-life experiences • Projects that provide opportunities to transfer work across the curriculum. • A wider curriculum that supports and enhances pupils' skills in reading, writing and maths. | <p>John Hattie – Visible Learning</p> | <p>reviewed each half term in order to ensure they are being appropriately supported and challenged.</p> | | |
| <p>C Costing:</p> <ul style="list-style-type: none"> • CPD and subscription for Power of Reading • Effective Maths development days • Talk for writing • Contribution towards trips and visitors • Contribution towards staffing costs | | | | | |

- Resources
- Bespoke CPD including coaching

(A more detailed breakdown of costings is available in school)

Total Budget Cost: £166,355

ii) Targeted Support

| 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? |
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| <p>A.</p> <p>Improve linguistic, communication and literacy skills in Nursery and Reception.</p> | <p>Weekly use of Speech and Language therapist to support the planning and teaching of interventions with identified PP pupils.</p> <p>All EYFS to be screened using 'Wellcomm'.</p> <p>Small group intervention to be delivered by trained staff.</p> <p>Small group provision for PP pupils to focus on: linguistic, communication and mathematical skills.</p> <p>Ensure effective deployment of deliver 1:1 support for targeted pupils.</p> | <p>Communication and language approaches – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> | <p>Leaders to monitor the quality and impact of Wellcomm and the 1:1 support</p> <p>Through training and support for staff, leaders will ensure the 1:1 support sessions are highly effective.</p> | <p>EYFS AP</p> <p>SENDCO</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Governor responsible for PP</p> <p>Pupil progress meetings (termly)</p> <p>Through regular meetings with the Speech and Language therapist</p> |
| <p>B.</p> <p>Improve reading, writing and mathematical skills for pupils eligible for PP in 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> | <p>Staff to deliver and implement proven, research-based interventions:</p> <ul style="list-style-type: none"> • Switch on Reading • Precision Teaching • Effective Maths revision sessions for Year 6 • Booster classes for target groups, including the most-able • Breakfast reading Club • Catch up Maths | <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p> <p>Sutton Trust research shows that the most-able disadvantaged pupils can fall behind at school - funding where appropriate should provide stretching activities for this group. (Booster groups specifically for the most-able)</p> | <ul style="list-style-type: none"> • CPD for staff delivering interventions • Make effective use of teacher assessments and O-Track information to identify target pupils, including the most-able • Relevant leaders to regularly review the impact of interventions and help staff to make any necessary adjustments | <p>Inclusion leader</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Pupil progress meetings (termly)</p> <p>Governor responsible for PP</p> |

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| | | | <ul style="list-style-type: none"> Gathering entry and exit data and track progress to check the impact of interventions on pupils' learning | |
| <p>A Costing</p> <ul style="list-style-type: none"> Speech and language therapist Contributions towards staffing <p>B Costing</p> <ul style="list-style-type: none"> Switch on Reading Reading resources Contribution towards cost of Effective Maths CPG revision guides Contribution towards staffing <p>(A more detailed breakdown of costings is available in school)</p> <p style="text-align: right;">Total budgeted cost £148,507</p> | | | | |

iii) Other Approaches

| 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? |
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| <p>C</p> <p>To improve attendance, emotional wellbeing and behaviour for learning for PP pupils in order to help them achieve in line with other pupils nationally</p> | <p><u>Attendance</u> EWO and school attendance lead to work with families and identified children to support good levels attendance of attendance</p> <p>Attendance lead to monitor/track and first day absence and take appropriate action.</p> <p>The attendance officer to collect pupil premium pupils (school minibus) who are most at risk of falling below national attendance including the most persistent absent.</p> <p><u>Emotional Well being</u> Appoint a Learning Mentor/Family Liaison Worker.</p> | <p>Social and Emotional Learning - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p> <p>Behaviour Interventions - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p> <p>Behaviour for Learning Continuum – The Nottingham Emmanuel School.</p> <p>John Hattie <i>Visible Learning</i></p> <p>Jeremy Finn <i>Parental engagement that makes a difference.</i></p> <p>Dr Lance Emerson et al</p> | <p>Weekly attendance monitoring through meeting with the attendance officer to decide on actions and check impact of previous actions.</p> <p>Gather and analyse attendance and behaviour data to ensure that the support is having a sufficient impact</p> <p>Timetable pastoral interventions and support</p> <p>Monthly meetings with family liaison worker and learning mentors to discuss progress and impact on focus children</p> | <p><u>Attendance</u> Inclusion Lead in partnership with the school attendance lead and the EWO</p> <p><u>Behaviour/Emotional well-being</u> VP with responsibility for teaching and learning</p> <p><u>Parental involvement</u> Family liaison worker</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Pupil progress meetings (termly)</p> <p>Governor responsible for PP</p> |

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| | <p>Learning Mentor to support vulnerable pupil premium children during unstructured times.</p> <p>Sports coaches to work with identified pupil premium pupils to develop resilience and perseverance.</p> <p>Supplement Breakfast Club to support PP pupils with the completion of homework.</p> <p><u>Behaviour for Learning</u> Class teacher to identify reluctant/passive learners. Through BLP strategies help these pupils to become highly effective learners.</p> <p>Use self and peer assessment to encourage pupils to be active participants in the learning process</p> <p><u>Parents workshops</u> Increase parental involvement in their child's learning through 'Inspire Workshops'</p> | <p><i>Parental engagement in learning and schooling.</i></p> | <p>Learning mentors to liaise with class teachers to ensure intervention are having an impact on pupils' learning</p> <p>Year group leaders to keep a close check on the behaviour, attendance and emotional well-being of targeted PP pupils so that appropriate support is put into place quickly.</p> <p>CPD on identifying reluctant and compliant learners and effective strategies to engage these pupils.</p> <p>CPD on classroom strategies to engage all types of learners</p> <p>High quality support during homework club</p> <p>Pupil interviews to ascertain their views on learning and offering ways forward.</p> <p>Parent Voice – hearts and thoughts activity at the end of workshops</p> | | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Pupil progress meetings (termly)</p> <p>Governor responsible for PP</p> |
| <p>D: Enhance PP pupils' knowledge, skills and understanding in the wider curriculum, through real-life and practical experiences. E.g. visits, visitors and extra-curricular opportunities which broaden pupils' horizons and raise their aspirations.</p> | <p>Leaders to support staff with the implementation of a wider curriculum that includes, real-life experiences. E.g. visits, visitors, extra-curricular opportunities</p> <p>Throughout the year, plan for extra-curricular opportunities Inc. drama and sports. Subsidise as necessary for PP pupils</p> | <p>Outdoor Adventure Learning – moderate impact for moderate cost based on limited evidence (EEF Toolkit)</p> <p>Arts Participation – low impact for low cost based on moderate evidence (EEF Toolkit)</p> <p>Sports Participation – low impact for moderate cost based on limited evidence (EEF Toolkit)</p> | <p>The EVC lead to support Year Group Leaders with:</p> <ul style="list-style-type: none"> the identification of wider opportunities and experiences guidance on planning and delivering enrichment opportunities <p>EVC Lead to monitor and evaluate the impact of these experiences on pupils' achievement.</p> | <p>EVC lead</p> | <p>Termly analysis of data and progress towards whole school targets, leading to a PP impact report</p> <p>Quality reviews (half termly)</p> <p>Pupil progress meetings (termly)</p> <p>Governor responsible for PP</p> |

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| <p>C/D Costing</p> <ul style="list-style-type: none"> • Fuel and maintenance of minibus • Contribution towards staffing salaries • Supplement costs towards a healthier breakfast club • CPD on parental engagement • Lego therapy <p>(A more detailed breakdown of costings is available in school)</p> <p style="text-align: right;">Total budgeted cost</p> | <p>£71,853</p> |
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