

Pupil premium strategy statement: 2017 / 2018

1. Summary information					
School	Yarborough Academy				
Academic Year	2017/18	Total PP budget	£88,620	Date of most recent PP Review	July 2017
Total number of pupils	432	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
Attainment for KS2: 2016-2017 (9 pupils)	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% achieving expected standard or above in reading, writing and maths	44%	57%
% achieving expected standard or above in reading	67%	77%
% achieving expected standard or above in writing	67%	77%
% achieving expected standard or above in maths	67%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A large % of pupils enter the school with insecure reading and writing skills (decoding is generally secure)	
B.	There remains a gap in children eligible for Pupil Premium attaining expected standards in comparison to school and national averages (KS2 data shows deficit of R:10%, W: 10% and M: 10%. KS1 data shows R:34%, W:26%, M:39% based on 5 children.)	
C.	Social and emotional issues affecting the learning and behaviours of some PP pupils.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Although not disproportionately below average, PP children’s attendance is below school target	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the % of children reaching the expected standard in reading and writing at the end of KS2, KS1 and EYFS	PP pupils data is analysed and a higher % than previous year have achieved the expected standard in reading and writing.

B.	<p>To reduce the difference between PP pupils and non-PP pupils attainment in reading and writing.</p> <p>Progress for PP pupils will be in line with non-PP pupils throughout the school</p>	<p>PP pupils data is analysed and a higher % than previous year have achieved expected standard and the gap is closing</p> <p>All PP children are discussed during pupil progress meetings and their progress is tracked using DoL and statutory data.</p>
C.	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Children have less fall-outs</p> <p>Children need less support in class time to resolve friendship issues</p> <p>PP pupils' engagement levels in class are equal to those children who are not entitled to PP</p>
D.	<p>Pupils receiving PP have a variety of enrichment activities. Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils.</p>	<p>Ensure that at least 75% of pupil premium funded pupils access out of school enrichment activities including school visits and residential.</p> <p>EWO involvement will not be needed</p>

5. Planned expenditure					
Academic year	2017/18				
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?
A and B	<p>TA work in classes to support QFT by additional targeted roving, questioning and feedback</p> <p>Non contact time for SLT (English/SEN/Maths/Assess) to evaluate data, teaching and learning and model excellent practice as lead practitioners.</p> <p>Staff training in key areas to support and challenge PP pupils.</p> <p>Educational Psychologist time</p> <p>Interventions for pupils to ensure the gap is closed between pupils receiving PP and those who are not. (This includes teacher's intervention groups out of usual learning time, NIP and Easter school)</p>	<p>EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques)</p> <p>Robust analysis of internal tracking and statutory outcomes in order to have whole school focus and coaching model to improve practice from Hattie (2014) Ch 12, & effective identification Ofsted (2013)</p> <p>The quality of first teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.</p> <p>Schools that use PP most effectively identify those pupils who are underachieving. The school can only target the correct interventions at pupils with the most detailed knowledge of their specific needs. Ofsted 2013.</p>	<p>SLT and HT to monitor delivery.</p> <p>Consider additional training for all teachers in how to deploy TAs in the classroom. See below for specific intervention delivered by additional support and training required.</p> <p>HT to ensure that appropriate areas for training are identified and input delivered effectively based on internal tracking and statutory data analysis.</p> <p>SENCO to select the pupils to be assessed and monitor the work of the EP and TAs.</p>	HT and SLT	Summer 2017

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 implement action?
C	<p>Nurture group/group time</p> <p>Nurture Lady</p> <p>FORTIS</p> <p>Staff Training</p> <p>Reflexology</p> <p>To develop social skills including, self-confidence, character traits, motivation commitment and grit Educational Visits and clubs</p>	<p>Any identified children will work with learning mentor/ nurture lady/FORTIS either 1:1 or as part of a small group</p> <p>Teachers and club organisers will ensure that PP pupils are targeted to take part in the trips/clubs ensuring that finance is not a reason for not taking part.</p> <p>Reflexology to be targeted for parents most in need to offer support SEMH. This has had a very positive impact so far on families and the knock on effect to pupils achievements</p>	<p>A record of interventions will be kept by SENCo</p> <p>Pupil progress meetings/parents evenings.</p>	HT/SLT/Learning mentor	Summer 2017

D	<p>All children will take part in their REAL project and classroom design</p> <p>Specific attention will be given to PP pupils during the project time to ensure their unique entry points are addressed</p> <p>PP pupils' attendance at clubs and overall attendance data will be analysed half termly and any presenting issues will be addressed</p>	<p>When children attend school regularly without constant breaks, they make more progress.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Support from EWO</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately.</p>	<p>HT/SLT/Learning mentor/EWO</p>	<p>On going</p>
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