

Pupil premium strategy statement

1. Summary information					
School	Yoxford and Peasenhall Primary School				
Academic Year	2018-2019	Total PP budget	24,960	Date of most recent PP Review	Jan '18
Total number of pupils	67	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Dec '18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	
% making progress in reading	33%	
% making progress in writing	33%	
% making progress in maths	61%	

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.	Limited speech and language skills which impacts on learning	
B.	Pupils being 'ready to learn' in class (pupils in a secure place mentally/emotionally)	
C.	Gaps in prior knowledge	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Access to resources, such as books, libraries, life experiences	
E.	Lack of regular routines including home reading, spellings and having correct equipment in school (e.g. PE Kit)	
F.	Low aspirations about what can be achieved and limited access to positive role models	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils can access learning in class because their physiological, safety, emotional well-being needs are met. Self-regulation and resilience techniques are encouraged	Pupils ready to learn in class without the need for intervention.
B.	Gaps identified and targeted teaching/interventions teach to gaps	Formative assessment shows gaps being addressed. Pupils will make (or exceed) expected progress

C.	Pupils read regularly and have access to high quality texts within guided reading and opportunities to be involved with speaking and listening	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress
D.	Pupils exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visits to places they would not usually be exposed to

5. Planned expenditure

Academic year **2018 - 2019**

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?
Improve oral language skills for pupils eligible for PP in KS2	Nessy Dyslexia Programme	Programme designed to help pupils of all abilities learn to spell, read write and type	School monitoring cycle will continuously evaluate provision	Class Teacher	Termly
Higher rates of progress for all pupils eligible for PP	1:1 Pupil Progress meetings to set SMART targets	Extra support to maintain attainment and accelerate progress. Small group interventions with qualified teachers	School monitoring cycle will continuously evaluate provision; Regular learning walks	Class Teacher Academy Headteacher	Termly
To use CPD to ensure teaching is of an excellent standard	Staff to attend CPD for Maths and Literacy	EEF advocates that developing the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	School monitoring and moderations	Senior teachers/Academy Headteacher	Termly
Total budgeted cost					£10,000

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?
For pupils to have basic needs met to ensure they are ready for learning	Breakfast club provision promoted to parents of PP	EEF found that offering free access to breakfast clubs can boost reading, writing and maths results by the equivalent of two months progress per	Attendance monitored	Headteacher	Termly
For identified gaps in learning to be addressed	Varied interventions (according to need) to be provided during and sometimes after school	Gaps identified in formative assessments allow for targeted teaching	Half termly progress	Class teachers, HT, Assessment leader	Half-termly

Selected pupils supported in accessing learning	1:1 support for PP pupils who require it	Gaps identified in formative assessments allow for targeted teaching and over-learning	Half termly progress Pupils identified in Pupil progress Meetings	SENDco Class Teacher Head teacher	Half termly
Speech and Language support	1:1 TA support in class and additional daily sessions		Regular visit from Sp&L to review progress made	SENDco Sp & L therapis	Termly
1:1 Music tuition (Guitar) to promote well-being of individuals	1:1 tuition for PP pupils who would benefit from this to support their well-being	Music stimulates all areas of the brain in a way that prepares pupils for learning. Accessing music can raise standards in children's well being and cognitive skills.	Half termly progress Discussions with Class teacher Discussions with SENDco Discussions with parents	Headteacher	Termly

Total budgeted cost £7,000

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?
Full engagement in enriched curriculum including ESC provision and Off-Site learning opportunities	Ensure PP pupils are able to engage in a full and enriched curriculum and subsidised EVs as appropriate	Develop social skills of individuals; provide opportunities to allow a broad and enriched curriculum; develop language skills and numeracy skills in real world. Broaden horizons about	Impact reports from educational visits; learning opportunities reviewed with pupils	Academy Head	
For disadvantaged pupils to attend Holiday Club	Ensure PP pupils are able to engage in a full and enriched curriculum and subsidised sessions as appropriate				
1/2 day a week SENDco Support	Support given by SENDco to Teachers/TAs to upskill and provide strategies for dealing with behavioural, emotional well-being and learning behaviours	Ensure appropriate support is available and that appropriate strategies/interventions are used	Pupil Progress meetings Regular review of SEND register	SENDco Academy Head SLT	
Full engagement in joint School-Scouting programme	Ensure PP pupils are fully equipped to engage in enriched outdoor learning activities	TES 2016 suggested that children who engage in scouting activities and benefitted from outdoors experiences and independent learning as a result and also had better mental health in	Half termly progress Discussions with Class teacher Discussions with Scout leaders Discussions with parents	Academy Headteacher SENDco Scout Leader	

		adulthood.		
Total budgeted cost				£7, 960
6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve oral language skills for pupils eligible for PP in KS2				
Improve progress of PP pupils	1/2 day a week SENDco Support	Some children increased confidence; support given by SENDco to TAs to upskill and provide strategies for dealing with behavioural issues	To be continued	£1920
1:1 TA support for individual pupils to	Pupils with LSA able to access curriculum in class and be more focussed	Interventions and support in class enabled the particular pupils to focus in class and access curriculum at relevant level	To be continued	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve oral language skills for pupils eligible for PP in KS2	Nessy Dyslexia Programme	Some children made progress but further work needed to close the gap	Will continue with this approach for relevant children	
Higher rates of progress for all pupils eligible for PP	1:1 Pupil Progress meetings to set SMART targets	Some children made progress but further work needed to close the gap	Will continue to support individual children	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

1/2 day a week SENDco Support	Support given by SENDco to Teachers/TAs to upskill and provide strategies for dealing with behavioural, emotional well-being and learning behaviours	Appropriate support was available for staff and families and appropriate strategies and interventions were suggeste/used	Will continue for coming academic year	
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7. Additional detail

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

Additional PP money was used to support residential visits, attendance at Holiday Club/After School clubs £1000