

Pupil Premium Strategy Statement

1. Summary information			
School	Youlgrave, All Saints' CE (VA) Primary School		
Academic Year	2019 -20	Total PP budget	£ 23,420
Total number of pupils at Jan. '19 census	82	Number of pupils eligible for PP	17

2. Current attainment (Summer 2019 data)	<i>Pupils eligible for PP (your school)</i> N.B: Only 2 pupils; 1 SEND: Each 50%.	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths combined (at the end of KS2)	50%	66%
% making progress in reading (at the end of KS2)	50%	72%
% making progress in writing (at the end of KS2)	50%	65%
% making progress in maths (at the end of KS2)	50%	71%

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.	Basic literacy, phonics/Grammar, Punctuation and Spelling (GAPS) and maths skills limiting academic ability across the curriculum.
B.	Social and emotional issues affecting learning.

C.	Pupils transferring into school during Key Stage 2 (KS2) with low end of Key Stage 1 (KS1) outcomes; into KS1 with low Early Years Foundation outcomes: and often with additional SEND needs.
D.	Persistent Absenteeism (Educational Welfare involvement; and previous MAT and School Health involvement).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low levels of home literacy for some Pupil Premium (PP) pupils reduces the impact of homework, access to reading material, engagement with written communication and aides to learning. The same pupils also demonstrate poor concentration and retention of learning and poor skills in mathematics and English.
G.	Lack of parental engagement and aspirations.
H.	Vulnerable families – other social and emotional issues.
I.	Poor oral language skills of some children – speech and language difficulties.

4. Planned expenditure and Desired Outcomes (for 2019-2020 academic year)					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach and rationale:	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria?
First-class teaching across all year groups and classes.	1. Recruit 0.5 FTE class teacher for September 2019 (temporary contract, mornings only); to teach core subjects across EYFS, KS1 and Lower KS2: to ensure maximum teacher to pupil ratio of 1:14 in literacy	Through Performance Management Cycle and Leadership Monitoring and Evaluation activities (planned throughout the year) including: <ul style="list-style-type: none"> Local Authority (LA) monitoring visits 	HS	Ongoing (embedded in School Improvement Plan (SIP) and Self-Evaluation Summary (SES).	Children have maximum exposure to first-class teaching. Teachers have detailed knowledge of children's learning needs through targeted/differentiated groups.

	<p>and maths, and early intervention.</p> <p>2. Recruit Grade 5 Teaching Assistant (TA) for September 2019 (temporary contract, mornings only); to support teaching of core subjects across EYFS and KS1: to support early intervention in literacy and maths.</p> <p>3. 0.5 FTE Teaching Assistant allocated in Lower KS2; to support teaching of core and to early intervention in literacy and maths.</p> <p>4. 0.3 Teaching Assistant allocated in Upper KS2; to support teaching of core and to early intervention in literacy and maths.</p>	<ul style="list-style-type: none"> • Pupil Premium (PP) Link Governor • Learning Walks • Lesson Observations • Book Scrutinies • In-House Moderations • Cluster Moderations 			<p>Early intervention needs identified and met.</p> <p>All PP children to make at least 'expected' progress in core subjects.</p> <p>Tracking will show the attainment of PP children is rising.</p>
Termly Pupil Progress meetings between class teachers and the Headteacher (HT).	Close monitoring of progress of individuals and groups.	<p>HT will lead meetings.</p> <p>HT termly report to Teaching and Learning Governing Body Committee on progress of PP children.</p>	HS	Reviewed termly in line with School Evaluation Summary (SES) and School Improvement Plan (SIP).	Teachers have detailed knowledge of the standard of the pupils and are accountable for progress.

	Focused dialogues about next steps to accelerate learning for PP children.				
Provide training for teaching staff to deliver high quality intervention sessions (i.e. <i>Read, Write Inc Phonics</i> and 'Nurture/Nurture+').	Continuous staff development to enable all teaching staff to deliver first-class intervention sessions. Access CPD (Continuous Professional development) opportunities as and when applicable.	Through daily, on-going dialogues with support staff. Termly 'Nurture/Nurture+' reports and feedback to staff at staff meeting (N.B: noted as a weekly staff meeting agenda item).	HS	Termly.	Teaching support staff feel well equipped to deliver high quality sessions with an extensive range of resources/equipment in school. All PP children will be making at least 'expected' progress in core subjects.

ii. Targeted support

Desired outcome	Chosen action / approach and rationale:	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria?
Parents/carers will become more actively involved in their child's learning and school events.	Termly reports to parents (Autumn and Spring); in addition to end-of-year report.	Class teachers to share attainment and progress reports face to face with parents/carers at Autumn 2019 and Spring Term 2020 Parent Consultations (N.B. Parents/carers and class teachers to sign).	HS	Termly Pupil Progress meetings.	All PP children and parents/carers will: <ul style="list-style-type: none"> Have their 'voice' heard'; in deciding how best school can support them/their child's to achieve their potential. Know their termly SMART (Specific,

		Parents/carers take home original copy and school file photocopied copy.			<p>Measurable, Attainable, Relevant and Time based) targets.</p> <ul style="list-style-type: none"> Know what interventions/support school is providing each term.
All PP children will develop high self-esteem and confidence (or have independent learning strategies in place) to access learning throughout a full school day.	Weekly 'Nurture/Nurture+' sessions timetabled to raise self-esteem, confidence and to teach independent-learning skills.	Termly 'Nurture/Nurture+' reports and feedback to staff at staff meeting (N.B: noted as a weekly staff meeting agenda item).	HS/RH	Termly 'Nurture/Nurture+' meetings and where applicable, to discuss outcomes of Boxall profiles).	<p>All PP who have a 'nurturing need' will receive at least one weekly nurture session.</p> <p>All PP children feel emotionally, mentally and physically able to engage in learning; on a daily basis.</p>
All PP children acquire basic literacy, phonics/GAPS and maths skills, in line with their Age-Related Expectations (ARE).	Differentiated/support/intervention groups in core subjects; with (TA) across all 3 classes.	Learning Walks/Lesson Observations carried out by: HT, Subject leaders, Local Authority Advisor (LAA) and PP link governor.	HS	Ongoing (embedded in SIP/SES).	All PP children who are not meeting age-related expectations will receive additional support and intervention(s).
Where applicable, interventions for English and maths (in addition to core learning).	All PP working below ARE to access: English Reading, writing and spelling e.g. <i>SNIP</i> , <i>Power of 2</i> .	On-going monitoring by HT; including termly analysis of measuring intervention progress and impact.	HS	Termly.	Data based evidence of 'narrowing the gap' in PP children's attainment and progress; and are increasingly meeting age-related outcomes.

Daily discrete Year 6 lessons in core subjects for PP children (working alongside peers) to meet expected standard in 2019 SATs (delivered by a teacher).	Morning sessions throughout the Summer Term 1; to focus on reading, GAPS and maths activities; ensuring daily first-hand feedback to PP children for core subjects.	Termly PP report to Teaching and Learning Governing Body Committee.	HS	Ongoing (embedded in SIP/SES). July 2019 when KS2 outcomes are published.	PP child on target to reach Y6 SATs targets will aspire to meet expected standard in reading, writing, maths and GAPS (through aspirational targets). All PP children will have made progress over KS2 in reading, writing and maths.
School will work with home to develop understanding of the importance of school attendance. Children will attend school regularly; to be in line with 96% national target.	Continue to work with parents/carers to improve school attendance and nurture home learning environments.	Termly Parent Consultation Reports (Autumn 2019 and Spring 2020).	HS	Ongoing (embedded in Safeguarding records).	Improved attendance to meet or exceed 95%; to promote reaching expected age-related expectations across all year groups.
Expected expenditure for these elements					£23,340 + (N.B: £23, 340 for teaching salary from PP allocation; other costs subsidised by school budget)
Equality of opportunities	Uniform subsidy. Trips/extra-curricular subsidies (e.g. piano lessons, residential stays).	Office systems in place.	LQ	Each term.	Ensure all PP children have the opportunity to come to school in full school uniform; and have an equality of access to all activities and opportunities.

Emergency before/after-school care provision.	At the discretion of the HT or School Business Officer (SBO).	A contingency only to be implemented after very careful and sensitive consideration of individual circumstances.	HS LQ	Annually.	PP parents/carers and children have the flexibility of a longer school day due to mitigating circumstances.
Expected expenditure for these elements					£1,000