

## Youlgrave, All Saints' C of E (VA) Pupil Premium Strategy Statement

1. Summary information			
<b>School</b>	Youlgrave, All Saints' C of E (VA) Primary School		
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£13,800
<b>Total number of pupils</b>	72	<b>Number of pupils eligible for PP</b>	9 children

			2. Attainment End of Academic Year 2015-16		
			Number of PP children and LAC	Pupils eligible for PP % reaching expected standard	National average Pupils not eligible for PP % reaching national average
End of EYFS Good Level of Development			0	0	69% (2016)
Phonics end of Year 1			0	0	77% (2016)
Phonics end of Year 2			0	0	91% (2016)
Reading end of KS1			0	0	74% (2016)
Writing end of KS1			0	0	65% (2016)
Maths end of KS1			0	0	73% (2016)
2.		3. Barriers to future attainment (for pupils eligible for PP)			
		In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Special Educational Needs		Some children with dyslexia and dyspraxia; and/or some children accessing nurture programmes.		
B.	Home learning environment		Some children with poor or complicated home learning environments; some of these with MAT support.		
C.	Persistent Absenteeism		One child with persistent absenteeism; MAT, Educational Welfare and School Health involvement.		
		External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	Attendance	Attendance for PP 2015-16 was 95.9%; with 2 PP at 99%, 2 PP at 98%, 1 PP at 96%, 2 PP at 95% and 1 PP at 82%: compared to non-pupil premium 96.88%.			

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve progress for PP children across all year groups.	PP children's progress in line with non-PP children; in reading, writing and maths.
B.	Improve outcomes for PP children in Year 6.	PP children's outcomes in line with non-PP children; in reading, writing and maths.
C.	Improve attendance for PP children.	PP children attendance matches non-PP children.

5. Planned expenditure					
Academic year		2016/17			
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
Quality Marking and Feedback to support children to enable them to make good progress in all subjects.	Teaching staff to further develop whole school approach to Quality Marking and Feedback. Teaching staff to address misconceptions immediately with PP children first; and give immediate feedback.	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie).	Regular book scrutinies and learning walks with Subject Leaders, Headteacher and Link Governors.	Heather Stelling	Termly
Improve the % of children working at age-related expectations by improving children's quality of discussion and questioning.	Teaching staff to attend training sessions in reading, writing, phonics/EGAPS and maths mastery: and disseminate training through Staff Meetings. (Costs covered through School Budget Training).	Evidence base of research suggests that good classroom discussion and self-questioning has a positive impact on outcomes (John Hattie).	Staff training and review of effectiveness. Regular book scrutinies and learning walks with Subject Leaders, Headteacher and Link Governors.	Heather Stelling	Termly
Total budgeted cost				£ 4,070 (Staffing – TA support)	
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?
Improve outcome of PP child to work beyond age-related expectations	Weekly <i>Five to Thrive</i> intervention with TA.  Weekly <i>Booster Group</i> for reading, writing and maths with TA.	Child is working at age-related expectations in all the prime areas of EYFS; so has the potential to work beyond age-related expectations to exceed the EYFS goals.	Tracking progress and attainment data in all areas of learning; to raise outcomes to achieve or exceed the EYFS goals.	Heather Stelling	6 weekly
Improve speech and language for PP child	Support from SENCo and Speech and Language team. Weekly <i>Positive Play</i> and <i>Five to Thrive</i> interventions with TA.	Child is working below age-related expectations and has been identified as having a specific barrier to their learning by Speech & Language Therapist; .	Monitoring interventions, reviewing impact through SEN Provision Map.	Heather Stelling  Katie Blood (SENCo)	Termly
KS1 PP child to achieve in phonics	Weekly Phonics intervention for small group with TA; 20 mins Daily <i>IDL</i> spelling and reading intervention; 20 mins.	Identified child is working below age-related expectation. Phonics intervention last year enabled pupils to achieve the Year 1 Phonics check and 'diminishing the difference'.	Tracking progress and attainment data in phonics, to check it is in line with peers.	Heather Stelling	6 weekly
KS1 PP child to achieve in reading	1:1 reading with T/TA 3 times a week; 10 mins.  Daily <i>IDL</i> reading and spelling intervention; 20 mins	Identified child is working below age-related expectation and is rarely read at home. Previous experience of giving children extra reading sessions has been effective in raising standards and 'diminishing the difference'.	Tracking progress and attainment data in reading, to check it is in line with peers.	Heather Stelling	6 weekly
KS1 PP child to achieve in maths	Weekly maths intervention group with TA; 20 mins  Daily 1:1 <i>Power of 2</i> maths intervention with TA; 10mins (which facilitates TA to give	Identified child is working below age-related expectation. Previous experience of giving children extra maths sessions has been effective in raising standards and 'diminishing the difference'.	Tracking progress and attainment data in maths, to check it is in line with peers.	Heather Stelling	6 weekly

KS1 PP child to achieve in maths	<p>Weekly maths intervention group with TA; 20 mins</p> <p>Daily 1:1 <i>Power of 2</i> maths intervention with TA; 10mins (which facilitates TA to give</p>	Identified child is working below age-related expectation. Previous experience of giving children extra maths sessions has been effective in raising standards and 'diminishing the difference'.	Tracking progress and attainment data in maths, to check it is in line with peers.	Heather Stelling	6 weekly
Improve outcomes for KS2 PP child with persistent absenteeism.	<p>Support from MAT to develop strategies to ensure child attends school; and possibility of access to home-tutoring when physically not able.</p> <p>Weekly <i>Positive Play</i> session with TA (30 mins)</p> <p>Daily 1:1 reading with T (10 mins)</p> <p>Daily <i>IDL</i> reading and spelling intervention (20 mins)</p> <p>Daily 1:1 <i>Power of 2</i> maths intervention with TA (10 mins)</p>	<p>Identified child is working below age-related expectations and is not making any progress due to attendance rate of 34%.</p> <p>External support is needed to enable enable inclusion and development of social friendships.</p>	Monitoring interventions; reviewing impact through SEN Provision Plan.	<p>Heather Stelling</p> <p>Katie Blood (SENCo)</p>	Termly
Improve outcomes for KS2 PP child with complicated home-learning environment	<p>Weekly <i>Nurture</i> session with TA (30 mins)</p> <p>Daily <i>IDL</i> reading and spelling intervention (20 mins)</p> <p>Daily support in class (T/TA)</p>	Identified child is working at age-related expectations; and is developing skills for working at greater depth.	Tracking progress and attainment data in reading, writing, EGAPS and maths, to check it remains (or exceeds) in line with peers.	Heather Stelling	Termly

Improve outcomes for KS2 PP child with complicated home–learning environment	<p>Weekly <i>Nurture</i> session with TA (30 mins)</p> <p>Daily <i>IDL</i> reading and spelling intervention (20 mins)</p> <p>Daily 1:1 <i>Power of 2</i> maths intervention with TA (10 mins)</p> <p>Daily support in class (T/TA)</p>	Identified child is working at age-related expectations; and is developing skills for working at greater depth.	Tracking progress and attainment data in reading, writing, EGAPS and maths, to check it remains(or exceeds) in line with peers.	Heather Stelling	Termly
Improve outcomes for 2 KS2 PP children	<p>Daily <i>IDL</i> reading and spelling intervention (20 mins).</p> <p>Weekly writing, grammar and maths intervention group with TA (20 mins).</p> <p>Twice weekly Homework Intervention Group with TA (20 mins each).</p> <p>And one of these children also has access to:</p> <p>Daily 1:1 <i>Power of 2</i> maths intervention with TA (10 mins).</p> <p>Daily support in class (T/TA)</p>	<p>1 child identified as working at age-related expectations; and other just below age-related expectations.</p> <p>Both receive minimal or no home support with homework activities.</p>	Tracking progress data of reading, writing, EGAPS and maths progress; to check these are in line with peers.	Heather Stelling	Termly

Raise outcomes for KS2 PP child with dyslexia/dyscalculia	<p>Daily English and Maths <i>Nessy</i> interventions (20 mins each).</p> <p>Daily 1:1 <i>Power of 2</i> maths intervention with TA (10 mins).</p> <p>Daily <i>IDL</i> reading and spelling intervention (20 mins).</p> <p>Daily support in class (T/TA)</p>	Identified child is working below age-related expectations.	Monitoring interventions; reviewing impact through SEN Provision Plan.	<p>Heather Stelling</p> <p>Katie Blood (SENCo)</p>	Termly
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*Positive Play/Nurture/Homework support and TA Support 1:1 (staff and training) £6,700    Positive Play materials £150    Classroom support materials (IDL/Power of 2) £300*

**Total budgeted cost    £ 7,150**

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation
All PP children to participate in enrichment activities.	Financially support individual children to access enriched activities.	To ensure equality of opportunity for all.	Monitoring of enrichment uptake by PP children and ensuring parents are aware of opportunity.	Heather Stelling	Termly (£ 960 annually)
All PP children to have access to peripatetic music lessons.	Financially support individual children to access instrumental music lessons.	To ensure equality of opportunity for all.	Monitoring of lesson uptake by PP children and ensuring parents are aware of opportunity.	Heather Stelling	Termly (£ 990 annually)

All PP children to have access to breakfast club and after-school care.	Financially support individual children to access breakfast club and after-school care.	To remove barriers that may identify or distinguish PP children from their peers.	Monitoring of before and after-school care uptake by PP children and ensuring parents are aware of opportunity.	Heather Stelling	Termly (£100 annually)
All PP children to have access to milk snack.	Financially support individual children to access daily milk snack.	To remove barriers that may identify or distinguish PP children from their peers.	Monitoring of milk snack uptake by PP children and ensuring parents are aware of opportunity.	Heather Stelling	Termly (£ 30 annually)
All PP children to have access to school uniform items.	Financially support individual children to access school uniform.	To remove barriers that may identify or distinguish PP children from their peers.	Monitoring of uniform uptake by PP children and ensuring parents are aware of opportunity.	Heather Stelling	Termly (£ 500 annually)
<b>Total budgeted cost</b>					<b>£ 13,800</b>

6. Review of expenditure				
Previous Academic Year		2015-16 Pupil Premium £12,480		
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 % of PP reaching age-related expectations in KS2 SATs.  Cohort of 11 children; (each child represents 9%).	Daily discrete lessons for Y6 cohort in reading, writing and maths; throughout the Spring Term (in addition to targeted interventions): with experienced class teacher.	Estimated impact: Low  1 PP children did not sit the 2015-16 SATs test; as identified as working well below age-related expectations.  64% of cohort achieved expected attainment in maths. 55% of cohort achieved expected attainment in reading. 45% of cohort achieved expected attainment in writing. 45% of cohort achieved expected attainment in reading, writing and maths.	This particular intervention disappointedly resulted in maths being the only subject resulting in a positive impact.  This academic year (2016 – 2017) we have had a substantial change in teaching staff; and have implemented an extensive range of new interventions that have been purchased and introduced with a vision to making a substantial impact on ‘diminishing the difference’.	£ 3,375

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 % of PP children reaching age-related expectations in KS2 SATs.	Weekly 'booster lessons' with experienced teacher for reading, writing and maths; throughout the Spring Term (in addition to targeted interventions and Y6 discrete lessons for these subjects).	<p>Estimated impact: Low</p> <p>33.3% of Y6 PP children did not sit the 2015-16 SATs test; as identified as working well below age-related expectations.</p> <p>33.3% of Y6 PP children achieved the end of KS2 expectation in reading.</p> <p>33.3% of Y6 PP children sat the SATs tests but did not achieve the end of KS2 expectations.</p> <p>Success criteria: Not met</p>	<p>This particular intervention disappointingly resulted in no positive impact.</p> <p>This year we have had a substantial change in teaching staff; and have implemented an extensive range of new interventions that have been purchased and introduced with a vision to making a substantial impact on 'diminishing the difference'.</p>	£ 750
			<b>Total Cost</b>	<b>£ 4,125</b>
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
Improve outcomes for children with Emotional and Social difficulties	Daily TA/T support in classes throughout the school year. Weekly <i>Positive Play</i> sessions.	<p>Estimated impact: Medium/High</p> <p>This support enabled 7 children to make good progress last year. 1 child with additional SEN needs made less progress.</p> <p>Support is still needed to ensure progress continues.</p>	Monitoring and reviewing support and class interventions through Pupil Progress meetings and evaluations of Boxall Profiles and <i>Positive Play</i> support worker reports.	£ 5,955



All PP children to participate in enrichment activities and have access to school uniform items	Enriched learning opportunities in music, art/DT and school trips/visits/theme days.	<p>Estimated impact: High</p> <p>Funding has been used to cover the costs of extra-curricular clubs, school visits/trips and 1:1 peripatetic music lessons. This has ensured that all PP children are fully included and helped to develop creative, social and emotional skills: which make a positive impact their mental and physical wellbeing.</p> <p>Success criteria: Met</p>	<p>This approach ensures quality of inclusive access for all PP children in extra-curricular activities; that enriches their social and emotional wellbeing.</p> <p>As we take pride in our commitment to providing children with a holistic curriculum; we will be continuing with this approach.</p>	<b>£ 2,400</b>
			<b>Total Cost</b>	<b>£12,480</b>