



Pupil Premium Strategy Statement: Yaxham C E VA Primary School

| Summary Information | | | |
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| School: | Yaxham C E VA Primary School | | |
| Academic Year: | 2018/2019 | Total Pupil Premium Budget for Year: | £18,040 |
| Total Number of Pupils: | 99 | Number of Pupils Eligible for Pupil Premium: | 15 |
| Amount Per Pupil: | £1,320 £2,300 for Looked after Children and Children who have ceased being looked after £300 for Service Children | Date of next Pupil Premium Strategy review: | Sept 19 |
| <p>At Yaxham Primary School, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. In recent Years children eligible funding have performed poorly in comparison to their peers. Our plan identifies the needs of children and families in order to provide carefully targeted intervention in order to ensure accelerated progress. The plan will be monitored termly to ensure effectiveness and impact.</p> <p>The Pupil Premium Grant provide funding for the following policies:</p> <ul style="list-style-type: none"> • Raising the attainment of disadvantaged pupils of all abilities to reach their potential • Supporting children and young people with parents in the regular armed forces | | | |
| Current Attainment (KS2 2018) | | | |
| | Pupils eligible for PP (School) | Other Children (National) | |
| % Achieving ARE in Reading, Writing and Maths | 0% | 38% | |
| Progress in Reading | -5.8 | -2.2 | |
| Progress in Writing | -1.5 | -1.1 | |
| Progress in Maths | -5.5 | -3.5 | |
| In-School Barriers: | | | |



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| 1. Progress at KS2 has been poor in recent years, particularly for children from disadvantaged backgrounds. | |
| 2. The number of children from disadvantaged backgrounds working at greater depth in Reading, Writing and Maths at EYFS, KS1 and KS2 is significantly lower than other children nationally. | |
| 3. Social and emotional barriers have led to children having fixed mind-sets, low levels of confidence and motivation. | |
| External Barriers: | |
| 4. Parents engagement in children's learning | |
| 5. Access to a range of experiences to enhance school curriculum | |
| Aims and Outcomes | |
| Desired Outcome: | Success Criteria: |
| 1. Improved levels of progress in Reading, Writing and Maths at KS2 | Children eligible for PP will make similar progress to other children nationally between KS1 and KS2 |
| 2. Increase number of children working at Greater Depth at the end of key stages in line with other children nationally | More-able children eligible for PP make good or better progress to work at greater depth, exceeding ARE |
| 3. Increased confidence, motivation and growth mind-set | Children eligible for PP will respond to positive behaviour strategies and the growth mind-set approach, accelerating their levels of progress to meet or exceed ARE by the end of the year |
| 4. Opportunities for parental engagement to support children's learning | Children eligible for PP make good or better progress as a result of parental engagement. Improved communication between home and school. A range of opportunities for parents to engage in children's learning happening in each class on a regular basis. Activities planned match gaps in children's learning and parents given specific information in order to support learning. |
| 5. Children access a range of activities to enhance the curriculum, including after-school clubs and activities | Children eligible for PP have access to experiences beyond the classroom, increasing their knowledge of the wider world. |
| How improvement will be measured: | |



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| 1. Progress in Reading/Writing/Maths in KS2 at 0.0 |
| 2. The number of children eligible for PP exceeding ARE increases to be in line with other children nationally <ul style="list-style-type: none">• 20% of Children Exceeding ARE at the end of EYFS in RWM• 25% Working at Greater Depth in Reading at the end of KS1 16% Working at Greater Depth in Writing at the end of KS1 21% Working at Greater Depth in Maths at the end of KS1• 25% Working at Greater Depth in Reading at the end of KS2 18% Working at Greater Depth in Writing at the end of KS2 23% Working at Greater Depth in Maths at the end of KS2 |
| 3. Attainment for children eligible for PP is in-line with other children nationally <ul style="list-style-type: none">• EYFS 72% GLD• KS1 65% R/W/M Combined• KS2 64% R/W/M Combined |
| 4. Outcomes as above. Increased number of parents attending. Monitoring |
| 5. 100% Children eligible to PP accessing school visits and extended day activities |



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| Desired Outcome | Action/Approach | What is the evidence and rationale for this choice? | How we will ensure it is well implemented. | Staff Lead | Budget | Review Date |
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| 1. Improved levels of progress in Reading, Writing and Maths at KS2 | <ul style="list-style-type: none"> Ensure all children receive quality first teaching Children below ARE or not making expected progress receive targeted intervention to accelerate progress Senior leaders monitor progress of vulnerable groups | <ul style="list-style-type: none"> Intervention to diminish difference between PP and other children | <ul style="list-style-type: none"> Monitoring teaching Pupil Progress meetings include subject leads, tracking progress of all PP children Monitor impact of intervention | Class teachers/ subject leads/ SENCO/ HT/ Pupil Premium governor | £13,710.00 Staffing £200 (additional resources) £760 supply to support monitoring training and teacher led intervention | Termly |
| 2. Increase number of children working at Greater Depth at the end of key stages in line with other children nationally | <ul style="list-style-type: none"> Improve learning behaviours and growth mind set Ensure teacher subject knowledge tight and consistent Activities to enhance the curriculum and inspire children's interest | <ul style="list-style-type: none"> Challenge for all learners needs to increase, those eligible for PP have performed below other children and typically have low self-esteem | <ul style="list-style-type: none"> Monitoring teaching Pupil Progress meetings include subject leads, tracking progress of all PP children Monitor impact of intervention | Class teachers/ subject leads/ SENCO/ HT/ Pupil Premium governor | £500.00 resources £220.00 training | Termly |
| 3. Increased confidence, motivation and growth mind-set | <ul style="list-style-type: none"> Improve self-esteem/positive learning behaviours through a variety of | <ul style="list-style-type: none"> Research on approaches in other schools has | <ul style="list-style-type: none"> Monitor impact of behaviour policy, track PP Children's rewards | Class teachers/ subject leads/ SENCO/ | £100. (Activ8 PV) £800.00 (resources/training/staffing) | Termly |



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| | <p>interventions to support emotional well-being</p> <ul style="list-style-type: none"> • Support upper KS 2 children through the introduction of Activ8 programme. | <p>shown focus on behaviours for learning has had a positive impact on similar groups children.</p> | <ul style="list-style-type: none"> • Monitor engagement in Activities: <ul style="list-style-type: none"> ○ Activ8 ○ Toast Club ○ Lego Therapy ○ Relax Kids ○ Yoga (Baseline/end of programme assessment) | HT/ Pupil Premium governor | | |
| 4. Opportunities for parental engagement to support children's learning | <ul style="list-style-type: none"> • Provide opportunities for families to interact and develop understanding of skills e.g. reading • Increase staff skills for working with families | <ul style="list-style-type: none"> • Research has shown the positive impact of parental engagement on children' attainment. Increasing the involvement of parents of children in receipt on PP will have a positive impact on learning and parent confidence | <ul style="list-style-type: none"> • Staff to identify families needing support • Monitor engagement • Pupil Progress meetings to identify gaps and target support • HT/PP governor to monitor provision | Class teachers/ subject leads/ SENCO/ HT/ Pupil Premium governor/PSA | £80.00 café resources £500.00 High quality texts £200 additional café training + overtime for support staff | Termly |



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| <p>5. Children access a range of activities to enhance the curriculum, including after-school clubs and activities</p> | <ul style="list-style-type: none"> • Provide personal development opportunities children might not access otherwise • Target needs of those eligible to PP | <ul style="list-style-type: none"> • Research into impact of spending shows opportunities increase children's engagement in and enthusiasm for learning, as well as behaviours for learning • Few children eligible for PP currently engage in extra-curricular activities | <ul style="list-style-type: none"> • Target activities to children's interests and abilities • Gather research on children's current access and provide opportunities beyond their experience • Track engagement | <p>Class teachers/ subject leads/ SENCO/ HT/ Pupil Premium governor/PSA</p> | <p>£200.00 (visits) £50.00 (swimming) £600 (After school activities /specialist teaching) £120 (Uniform/equipment)</p> | <p>Termly</p> |
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