

## Yarmouth C.E. Primary School Pupil Premium School Overview

<b>Metric</b>	<b>Data</b>
School name	Yarmouth C.E. Primary
Pupils in school	92
Proportion of disadvantaged pupils	18.4% (17 children)
Pupil premium allocation this academic year	£22,740
Academic year or years covered by statement	2019-21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mrs Carla Bradshaw
Pupil premium lead	Mrs Jane Collins
Governor lead	Mrs Caroline Weeks

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	+1.6
Writing	+7.5
Maths	+6.9

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
<b>Priority 1 – Magnificent Mastery Phase 2</b>	<b>Actions:</b> White Rose Mastery Planning/Progression embedded across the federation  Teaching staff and HLTAs to have additional training on the Mastery approach

	<p>Maths Mastery resources purchased and used</p> <p>A progression map for Mastery language to be used</p> <p>HT and Maths leader to lead the Maths Mastery Hub being set up with other schools across the Island to share good practice</p>
Targeted academic support	Buy and embed the Maths Mastery resources and CPD across all year groups to deepened Maths understanding and fluency
Barriers to learning these priorities address	Ensuring all members of staff follow a consistent agreed approach and the recommended interventions (e.g. Times Table Rock Stars)
Projected spending	<b>£7,500</b>
<b>Priority 2 – Reading the Write Way</b>	<p>Development of spelling approach including external training and resources</p> <p>Continued use of Cued Spelling the agreed intervention and parents to be offered training</p> <p>Federation focus on raising level of vocabulary choices (3 tiered words) in both spoken and written language</p>
Targeted academic support	Buy and embed spelling approach and CPD across all year groups to improve children’s spelling in independent writing
Barriers to learning these priorities address	<p>Ensuring all members of staff follow a consistent agreed approach to English and using the recommended interventions (e.g. Cued Spelling)</p> <p>Parents attending the offered spelling intervention training</p>
Projected spending	<b>£5,770</b>
<b>Priority 3 – Leading a Federated Curriculum</b>	<p>Subject leaders lead staff CPD through Staff Meetings and attend leadership CPD to develop the curriculum</p> <p>Subject Leaders coaching model established for particular staff members ensuring all teaching and learning is at least good</p> <p>Pupil conferencing sessions are established by Subject Leaders and responses recorded – with a focus on disadvantaged pupils</p> <p>Mainland trips continue to enhance pupil’s learning experience and wider cultural understanding</p> <p>Inspire talk days continue across the Federation (3 x per year)</p> <p>‘Work Experience’ day for USK2 is introduced</p>
Targeted academic support	<p>Subject Leader time developing wider curriculum</p> <p>Commitment to the development of a coaching model</p> <p>Offer of mainland trips, inspire days and work experience days</p>
Barriers to learning these priorities address	<p>Ensuring all members of staff follow a consistent agreed approach to the teaching of the wider curriculum</p> <p>Families taking advantage of the additional curriculum offers available such as trips, inspire days and work experience</p>

Projected spending	<b>£7,500</b>
<b>Priority 4 – Future Progress for All</b>	Individual disadvantaged pupils needs discussed and addressed through designated staff meeting and further updated during data meeting
	CPD provided for TAs relating to the children's areas of need
Targeted academic support	Addressing individual disadvantaged pupils barriers to learning through accessing external support
Barriers to learning these priorities address	Funding barriers
	Families taking advantage of the additional curriculum offers available such as trips, inspire days and work experience
Projected spending	<b>£1,500</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Attainment Percentage in Key Stage 2	September 2021
	Maintain being at the National Average Progress Score in Key Stage 2	
Progress in Writing	Achieve National Average Attainment Percentage in Key Stage 2	September 2021
	Maintain being at the National Average Progress Score in Key Stage 2	
Progress in Mathematics	Achieve National Average Attainment Percentage in Key Stage 2	September 2021
	Maintain being at the National Average Progress Score in Key Stage 2	
Phonics	Maintain being above the National Average for Phonics Test in Year 1 and the retakes in Year 2	September 2021

### Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time and resources for staff to run interventions	Ensure that the timetable allows for members of staff to run their intervention timetable effectively
Wider strategies	Engaging the families facing most challenges	Increase hours of Family Services Manager Offer a wide range of trips, inspire days, brunch and parent training

### **Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Reading	Increase in Progress Scores in Reading from 2018-19 Decline in Attainment in Reading from 2018-19 Hence focus on Guided Reading and Reading Assessment focus this academic year
Writing	Increase in Progress Scores in Writing from 2018-19 Increase in Attainment in Writing from 2018-19 Increased Higher Scores in attainment and progress in Writing 2018-19 Focus on Spelling as an area identified as a weakness
Maths	Increase in Progress Scores in Maths from 2018-19 Decline in Attainment in Maths from 2018-19 Increased Higher Scores in attainment and progress in Maths 2018-19 Hence our continued Maths Mastery journey