



3-Year Pupil Premium Strategy Plan 2019 - 2022

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Yarborough Academy		
CURRENT PUPIL INFORMATION 2019/2020			
Total number of pupils:	412	Total pupil premium budget:	£79200
Number of pupils eligible for pupil premium:	60	Amount of pupil premium received per child:	£1320

PUPILS ELIGIBLE FOR PUPIL PREMIUM: COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	29	48%
Girls	32	53%
SEN support	11	18%
EHC plan	2	3%
EAL	2	3%

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years for Pupils eligible for PP		
				2015-16	2016-17	2017-18
Good level of development (GLD)	100%	78%	72%	100%	71%	N/A
Reading	100%	80%	73%	100%	71%	N/A
Writing	100%	80%	73%	100%	71%	N/A
Number	100%	81%	79%	100%	71%	N/A
Shape	100%	81%	79%	100%	71%	N/A

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years for Pupils eligible for PP		
			2015-16	2016-17	2017-18
85%	83%	82%	50%	100%	75%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years for Pupils eligible for PP		
		School average	National average	2015-16	2016-17	2017-18
% making expected progress in reading	60%	80%	75%	71%	38%	100%
% making expected progress in writing	60%	88%	69%	71%	38%	100%
% making expected progress in maths	40%	80%	76%	86%	50%	100%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years for Pupils eligible for PP		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	67%	77%	65%	38%	38%	55%
% making expected progress in reading	67%	79%	73%	54%	63%	70%
% making expected progress in writing	67%	87%	79%	69%	50%	65%
% making expected progress in maths	67%	83%	79%	77%	63%	80%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<p>Pupils eligible for Pupil Premium Attendance 92.2% Whole School Attendance 94.4% The gap between pupils eligible for Pupil Premium funding has narrowed over the last three years.</p> <p>PP children monitored.</p> <p>Academy staff supported by Education Welfare Officer (Attendance Matters) work with families to provide challenge and support as necessary to maximize attendance.</p>	<p>Pupil Premium percentage of children late is 34% and the percentage for the whole school is 17%. The total minutes late for Pupil Premium children is a total of 1832 minutes and for the whole school it is 3061 minutes.</p>
Behaviour data	<p>Yarborough Academy heavily invest in CPD for staff at all levels to ensure that children who present with challenging behaviour are supported to minimise impact on their own and others learning.</p> <p>YA CARE team provide internal and source external additional support to enhance children's Social and Emotional wellbeing and Mental Health.</p> <p>Effective systems in place to ensure Safeguarding Policy is followed robustly.</p>	<p>14% of the whole school have been referred into the internal YA CARE system.</p> <p>28% of pupils eligible for PP funding have been referred into the internal YA CARE system.</p> <p>Inconsistent support at Early Help and Social Care level makes supporting families more challenging.</p>

Safeguarding referrals		<p>40% of pupils eligible for PP funding are a school concern around safeguarding.</p> <p>8 % of pupils eligible for PP funding are a classed as a 'Child in Need' with social services and have a safety plan.</p> <p>2% of pupils eligible for PP funding are subject to a Child Protection plan with social services.</p> <p>In comparison to 18% of the whole school who are subject to safeguarding input from school and social care.</p> <p>Inconsistent support at Early Help and Social Care level makes supporting families more challenging.</p>
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Tiered approach to PP spending as set out in “Guide to Pupil Premium” EEF, June 2019

PROFESSIONAL DEVELOPMENT

TO ENSURE PROFILES ARE USED EFFECTIVELY AND CONSISTENTLY BY ALL TEACHERS ACROSS SCHOOL TO MEET THE NEEDS OF PP CHILDREN.

TO ENSURE THAT TEACHERS AND SUPPORT STAFF RECEIVE ONGOING APPROPRIATE TRAINING AND DEVELOPMENT TO SUPPORT PP CHILDREN. PARTICULARLY FOCUSING ON THE SEMH NEEDS OF PUPILS.

TARGETTED ACADEMIC SUPPORT

TO ENSURE PP CHILDREN ATTAIN IN LINE WITH THEIR NON PP PEERS THROUGH EFFECTIVE MONITORING AND SPECIFIC TARGETTED SUPPORT ACROSS ALL YEAR GROUPS.

WIDER STRATEGIES

TO MONITOR ATTENDANCE FOR PP CHILDREN AND ENSURE APPROPRIATE ACTIONS ARE TAKEN IN A TIMELY MANNER TO ENSURE PP CHILDREN ARE IN SCHOOL. WORK WITH FAMILIES TO ENSURE PUPILS NOT ONLY ATTEND BUT ARE NOT PERSISTENTLY LATE.

TO ENSURE PP CHILDREN ARE SUPPORTED TO ACCESS ENRICHMENT AND EXTRA CURRICULAR ACTIVITIES AS APPROPRIATE

PRIORITY 1: TO ENSURE CLASS PROFILES ARE USED EFFECTIVELY AND CONSISTENTLY ACROSS SCHOOL TO MEET THE NEEDS OF PP CHILDREN

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To ensure teachers fully understand how <i>frequently</i> profiles are updated	Calendar of key dates to be distributed. Dates to be put onto google calendar. Profiles to be updated by class teacher within the first 3 weeks of each full term and reviewed at the end of each term	Headteacher/ Assessment Lead	Sept each academic year	Key dates	Profiles are kept 'live'. Teachers use Profiles as key resources to support PP children.	Profiles are updated and reviewed routinely.
To ensure teachers are clear about how to use <i>outside agency strategies</i> within profile	Liaise with SEND leader to ensure targeted relevant strategies are included and evaluated reports as soon as reports are available.	Headteacher/ Assessment Lead/SEND CO	As reports are received from outside agencies	Strategies from other professional agencies	Strategies are immediately implemented to support PP children	Profiles include relevant targeted strategies from outside agencies. Strategies are evaluated for impact
To ensure CARE Team input on profiles	Learning mentor invited to bi-yearly full review with Head/Dep and class teacher to ensure pastoral information is shared.	Headteacher/ Assessment Lead/CARE Team	Twice per year	Release time for teachers	Pastoral barriers to school life are addressed. (This is separate from the Safeguarding policy)	Children are supported to access a full school life.
To share provision on profiles with parents to create an effective home/school relationship.	Informal parental meetings to be held to ensure accurate information sharing between school and home.	Headteacher/ Assessment Lead	Annually	Deputy Head time Meeting space	Parents/Carers feel well informed and have opportunity to share relevant information with school	Barriers to learning are identified at home and in school and supported appropriately

PRIORITY 2 TO ENSURE THAT TEACHERS AND SUPPORT STAFF RECEIVE ONGOING APPROPRIATE TRAINING AND DEVELOPMENT TO SUPPORT PP CHILDREN.

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>1. To further develop provision for children identified as being vulnerable due to a range of social, emotional, mental health and behavioural difficulties. Development of classroom strategies to support and engage those children whose difficulties can disrupt learning for themselves and others.</p>	<p>Please see school improvement plan</p>	<p>SLT YA Care Team</p>	<p>Continued from 18 – 19. Ongoing as needed</p>	<p>Funding for CPD and Behavioural Health Lead</p>	<p>Range of strategies used to support children continues to grow and to become increasingly effective. Incidents that have the potential to disrupt learning are dealt with skillfully by all appropriate adults.</p>	<p>Children identified as being vulnerable due to a range social, emotional, mental health and behavioural difficulties are supported effectively.</p>

<p>2. Provide intensive and targeted support for the neediest pupils to ensure their needs are met.</p>	<p>Please see school improvement plan</p>	<p>SLT YA Care Team</p>	<p>Weekly meetings to discuss need of children. Ongoing as needed</p>	<p>Funding for CPD and employment of Behavioural Health Lead</p>	<p>Range of strategies used to support children continues to grow and to become increasingly effective. Incidents that have the potential to disrupt learning are dealt with skillfully by all appropriate adults.</p>	<p>Children identified as being vulnerable due to a range social, emotional, mental health and behavioural difficulties are supported effectively.</p>
<p>3. Work with parents to ensure that home life is as calm as possible and echoes schools ethos.</p>	<p>Parent group created. Attachment based intervention for highest need parent/child dyads.</p>	<p>YA CARE Team/SLT/DSL</p>	<p>Weekly group/sessions Parent review work Weekly inclusion meetings Supervision</p>	<p>Funding for CPD and employment of Behavioural Health Lead</p>	<p>Range of strategies used to support children continues to grow and to become increasingly effective. Home School work enables pupils to build resilience and flourish within school.</p>	<p>Children identified as being vulnerable due to a range social, emotional, mental health and behavioural difficulties are supported effectively.</p>

PRIORITY 3 TO ENSURE PP CHILDREN ATTAIN IN LINE WITH THEIR NON PP PEERS THROUGH EFFECTIVE MONITORING AND AMBITIOUS TARGETS ACROSS ALL YEAR GROUPS

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To ensure that all PP children make expected or better progress	PPM and data review meetings to be carried out three per year	Head/Assessment Lead/SEND CO with class teacher	Twice annually with an end of year data collection and analysis	Release time for teachers	Progress of PP children is monitored and effective intervention put in place as needed	PP children make appropriate progress
	Book looks to be done by subject leaders (SLT)	SLT	Twice annually	Release time for SLT	Inconsistencies of practice are highlighted and eradicated across year groups	High quality teaching and learning is consistent across the year group.

PRIORITY 4 TO MONITOR ATTENDANCE FOR PP CHILDREN AND ENSURE APPROPRIATE ACTIONS ARE TAKEN IN A TIMELY MANNER TO ENSURE PP CHILDREN ARE IN SCHOOL. WORK WITH FAMILIES TO ENSURE PUPILS NOT ONLY ATTEND BUT ARE NOT PERSISTENTLY LATE.

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To monitor attendance for pp children and ensure appropriate actions are taken in a timely manner to ensure pp children are in school	Rigorous and timely monitoring of attendance each morning	Learning Mentor/Office	9.45	N/A	Attendance is monitored and remains above 96% Minutes lost to lateness reduces	Children attend school and make expected or better progress
	Attendance Matters to follow up with relevant action as set out in Attendance Policy	Attendance Matters School staff as appropriate	On-going	???? Attendance Matters cost	Poor attendance is tackled and supported by the school	Attendance improves and children can access learning more consistently.

PRIORITY 5 TO ENSURE PP CHILDREN ARE SUPPORTED TO ACCESS ENRICHMENT AND EXTRA CURRICULAR ACTIVITIES AS APPROPRIATE

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Profile reviews implicitly discuss wider opportunities	Reviews to take place for each PP child	Head/ Assessment Lead Behavioural health lead Class Teacher	Twice per year	Release for teachers	Children access clubs with PP funding support	PP children benefit from access to a broad curriculum