

# Pupil premium strategy statement (primary) **REVIEW**

1. Summary information					
School	Yeoford				
Academic Year	2020 - 21	Total PP budget	£1,345	Date of most recent PP Review	July 2020
Total number of pupils	66	Number of pupils eligible for PP	1	Date for next internal review of this strategy	July 2021
		LAC	0		
		Services	0		

2. Attainment 2018 (Based on Y6 results)		
<i>Yeoford's figures for pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	No PP pupils last year	No data due to COVID 19 pandemic
% achieving expectation in writing	No PP pupils last year	No data due to COVID 19 pandemic
% achieving expectation in maths	No PP pupils last year	No data due to COVID 19 pandemic

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.	Some pupil premium children are achieving below the national average in Reading	
B.	Some pupil premium children are achieving below the national average in Writing	
C.	Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Some pupil premium pupils have SEMH needs which can impact on their progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for PP to be achieving in line with national average in Reading	<ul style="list-style-type: none"><li>• Pupils eligible for PP to attain EXS in line with non-eligible peers in reading across the school</li><li>• The progress of eligible pupils in reading is at least in line with National at the end of KS2</li><li>• Pupils identified as prior higher attaining are identified and targeted for GDS</li><li>• Eligible pupils to achieve RWM combined at least in line with Nationals</li></ul>

		<ul style="list-style-type: none"> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<b>B.</b>	Pupils eligible for PP to be achieving in line with national average in Writing	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain EXS in line with non-eligible peers in writing across the school</li> <li>• The progress of eligible pupils in writing is at least in line with National at the end of KS2</li> <li>• Pupils identified as prior higher attaining are identified and targeted for GDS</li> <li>• Eligible pupils to achieve RWM combined at least in line with Nationals</li> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<b>C.</b>	Pupils receiving PP will make good progress with additional COVID19 recovery curriculum	<ul style="list-style-type: none"> <li>• Pupils will access a recovery curriculum</li> <li>• Additional provision will be accessed via Quality First Teaching</li> </ul>
	Pupils eligible for PP have access to SEMH support through the Inclusion Hub	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling who need SEMH support.</li> <li>• Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>

## 5. Planned expenditure

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?
<b>Improved attainment in reading at the end of KS2</b>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>a curriculum that is ambitious for all pupils; a curriculum that is coherently planned and sequenced; a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities; a curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>	<p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Termly
<b>Improved attainment in writing at the end of KS2</b>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a</p>	<p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p>	<p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p>	<p><b>Teaching staff and senior leadership</b></p>	Termly

	<p>broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>a curriculum that is ambitious for all pupils; a curriculum that is coherently planned and sequenced; a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities; a curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>	<p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>	<b>Subject Leaders</b>	
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Recovery Curriculum</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Diagnose Therapy Test</p> <p>Specific provision map for pupil's impacted by missed learning</p>	<p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching</b> (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.<sup>11</sup> Mar 2015</p>	<p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>		<b>Half termly</b>

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?
Improved attainment in reading at the end of KS2	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/underst and ing support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT teaching CPD</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Termly
Improved attainment in writing at the end of KS2	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/underst and ing support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Termly

	QFT CPD	The National Strategies suggest that the key to success with all learners is <b>quality first teaching</b> (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. <sup>11 Mar 2015</sup>	Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?		
<b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b>	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Power of 2 – Key Skills</p> <p>Magenta Principles</p> <p>Embedding 'Maths no Problem'</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching</b> (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.<sup>11 Mar 2015</sup></p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Half-termly
<b>Total budgeted cost</b>					<b>Staffing:</b> <b>£504.37</b> <b>Resources:</b> <b>£168.13</b>

iii. Other approaches					
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?
Pupils eligible for PP will have access to SEMH support through the Inclusion Hub	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p>	<p>The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK</p> <p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>Boxall Profile reviews termly</p> <p>Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p>	<p>IIH Manager</p> <p>Academy Head</p>	Termly
<p><b>Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance</b></p> <p><b>IIH Budget</b></p> <p><b>Total budgeted cost</b></p>					<p><b>£672.50</b></p> <p><b>£1,345</b></p>

6. Review of expenditure				
Previous Academic Year		2020-21		
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
Improved attainment in reading at the end of KS2	<b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on 'Implement/Inten t and Impact'.		This is being continued as a trust. Shares best practice and very supportive for staff at all levels and families.	
Improved attainment in writing at the end of KS2	<b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on 'Implement/Inten t and Impact'.		This is being continued as a trust. Shares best practice and very supportive for staff at all levels and families.	
Some pupil premium children's progress will have been impacted by the school closures	Recovery Curriculum  Quality First Teaching		The development of remote learning when needed has had huge impact and very positive progression in all staff skill. We know that if we go into further lock downs, we will be able	



linked to the COVID-19 pandemic	Assess and Monitor  Diagnose Therapy Test  Specific provision map for pupil's impacted by missed learning		to instantly provide quality first teaching and individual provision straight away.	
<b>ii. Targeted Support</b>				
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
Improved attainment in reading at the end of KS2	Precision Teaching  1:1 sessions. 1:1 comprehension/understanding support  Pre-Teaching and same day conferencing  SATs Booster Club  QFT teaching CPD		Alongside the interventions we have used for support via adult led groups. We have now upskilled staff and pupils to be able to access online interventions allowing for more time and impact. Pupils have greater independence and are able to lead their own learning.	
Improved attainment in writing at the end of KS2	Precision Teaching  1:1 sessions. 1:1 comprehension/understanding support  Pre-Teaching and same day conferencing		Alongside the interventions we have used for support via adult led groups. We have now upskilled staff and pupils to be able to access online interventions allowing for more time and impact. Pupils have greater independence and are able to lead their own learning.	

	SATs Booster Club			
	QFT CPD			
Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Power of 2 – Key Skills</p> <p>Magenta Principles</p> <p>Embedding 'Maths no Problem'</p>		The development of remote learning when needed has had huge impact and very positive progression in all staff skill. We know that if we go into further lock downs, we will be able to instantly provide quality first teaching and individual provision straight away.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils eligible for PP will have access to SEMH support through the Inclusion Hub	Pupils will be identified through Boxall profiling who need SEMH support.	Several children attended Inclusion Hub SEMH courses	Several pupils and families have accessed support both face to face and online during school closures. Leading to reduced anxiety and better engagement.	Total Budget: £1,345

	<p>Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p>			
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)