

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Yeoford Primary School
Number of pupils in school	66 (not including pre-school)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vicki Gillon Academy Head
Pupil premium lead	Rebecca Humphreys Inclusion Hub Lead
Governor / Trustee lead	Lynda Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 6,725

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers

- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><i>Some PP children are achieving lower than the national average in writing and maths at the end of KS2</i></p> <p>Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
2	<p><i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
3	<p><i>Some pupil premium pupils have SEMH needs which can impact on their progress</i></p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2</i>	<ul style="list-style-type: none"> • Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. • The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 • Lead indicators are monitored and acted upon weekly
<i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i>	<ul style="list-style-type: none"> • Gaps analysis will take place resulting in personalised curriculum • Additional provision will be accessed via Quality First Teaching • Intervention/boosters where appropriate • Mental health and well-being support accessed via IIH
<i>Pupils eligible for PP have access to SEMH support through the Inclusion Hub</i>	<ul style="list-style-type: none"> • Pupils will be identified through Boxall profiling who need SEMH support. • Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3362.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	1,2
Staff articulate and model metacognitive thinking. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.	EEF Report - METACOGNITION AND SELF-REGULATED LEARNING say Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of ‘thinking about thinking’, teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils’ metacognition. 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. The inspectorate has said that it will assess curriculum through intent, implementation and impact. 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.” She said that, according to Ofsted’s new framework, “good intent” has the following four features:	1,2

<p>Hubs; 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>a curriculum that is ambitious for all pupils;</p> <p>a curriculum that is coherently planned and sequenced;</p> <p>a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;</p> <p>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>Personalised learning</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Specific provision map for pupil's impacted by missed learning</p> <p>Mental and well-being support</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>	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£1681.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching TRUGs Pre-teaching and same day conferencing</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED</p>	1,2

Targeted use of Accelerated Reader Bug Club etc	<p>Precision Teaching: "Literally hundreds of thousands of chartered 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £:£1681.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	<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>	3

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year **See separate document on website**

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.