

# Pupil Premium Strategy Statement: Yorkley School 2020-2021



Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English Schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF guide to Pupil Premium funding.

1. Summary information					
<b>School</b>	Yorkley Primary School - 32% Pupil Premium				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£62,835 Carry forward 19/20: 25,458  Total £88,293	<b>Date of most recent PP Review</b>	Sep 2019 –  School commissioned an External Review.
<b>Total number of pupils</b>	145	<b>Number of pupils eligible for PP</b>	46 children (2 Adopted) (1 Service) (43 Ever 6)	<b>Date for next internal review of this strategy</b>	Feb 2021  Staff and Governors

## Aims of the Pupil Premium:

At Yorkley Primary School, we aim to spend our Pupil Premium funding in the most effective ways. We consider both the academic and social needs of the children in our care. We target the funding well from the outset, being responsive and flexible to individual needs and use progress and tracking procedures to identify the strengths and weaknesses of individual pupils. Effective intervention strategies are used in order to close gaps in the attainment of disadvantaged pupils, particularly within English and Maths. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.

## Principles:

At Yorkley Primary School, we are passionate about developing the whole child. Therefore, at Yorkley Primary School we have adopted a 3-tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact.

**1: Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

**2: Targeted Academic Support:** We use small group interventions led by additional teachers linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

**3: Wider Strategies:** Providing support in tackling the most significant, non-academic barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support, including focusing on the wellbeing of our children. Yorkley Primary School strongly believes that

working together with parents, carers and the wider community is vital. The school works with parents and members of the local community, providing additional support and signposting external agency support, where necessary.

#### Use of Research and Evidence

The school uses both schools-based, County and National evidence to inform the work we do. The approaches we use are regularly evaluated to ensure high impact upon learning and development and value for money. The work we complete with all children is monitored and evaluated closely and only approaches and interventions which have shown impact are used. Key sources of research used by the school include Sutton Trust and the Education and Endowment Fund toolkit.

#### How to claim your child's Pupil Premium:

Your child may be eligible for Free School Meals – and accordingly Pupil Premium – if you receive any of the following benefits:

- Income Support;
- Income-Based Job Seeker's Allowance;
- Income-Related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- Guaranteed element of State Pension Credit;
- Child Tax Credit, (provided that you're not eligible for Working Tax Credit, and have an annual gross income of no more than £16,190); or
- Universal Credit.

For every child that is entitled to Free School Meals the school receives extra funding to enhance provision and improve progress and outcomes for children. So please apply even if you do not wish to take up your Free School Meal.

#### **Amount of PP Grant received per pupil**

- Pupils in Year groups Reception to Year 6 recorded as Ever 6 Free School Meals = £1,345
- Looked after children / Children in Care (CIC) defined in the children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority = £2345
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order = £2345
- Service children, pupils in Year Reception to Year 11 recorded as Ever 6 service child in receipt of a child pension from the ministry of Defence = £310

#### **Pupil Premium Review - J Hocking Consultancy Ltd September 2019 – Ofsted Inspector.**

- “The Headteacher has clarity about the importance of promoting opportunity and high standards for disadvantaged pupils. She is appropriately ambitious for their experiences and achievements and rightly identifies this group as deserving careful and expert teaching and attention”.
- “Governors are knowledgeable about how disadvantaged pupils fare in their school and fulfil their responsibilities around deploying and evaluating the pupil premium grant effectively”.
- “This school is providing a good learning environment for disadvantaged pupils and is mindful of the need for their progress and learning to be supported. Developments to the curriculum should be helpful in improving disadvantaged pupils’ outcomes and higher demands and an accelerated approach in the Early Years will help to build solid foundations for learning. Maths continues to be a focus area for the school and the next phase of a literacy and vocabulary strategy will strengthen this aspect of the school’s provision. However, most critically, the school’s leaders are challenging their own practices and are continually striving to improve on the very solid foundations that they have given the school and it is this determined and relentless high quality leadership that will continue to serve the disadvantaged pupils of this school well”.

2. Current attainment		
End of KS2 Results 2020	Pupils eligible for PP *6 children (at Yorkley School)	Pupils not eligible for PP (National Average)
% achieving in Reading, Writing and Maths (KS2)	N/A (no official data due to Covid-19 pandemic)  2020 TA = 67%	N/A (no data due to Covid-19 pandemic)  2019 = 65%
% ARE or greater in Reading (KS2)	N/A (no official data due to Covid-19 pandemic)  2020 TA = 83%	N/A (no data due to Covid-19 pandemic)  2019 = 73%
% ARE or greater in Writing (KS2)	N/A (no official data due to Covid-19 pandemic)  2020 TA = 67%	N/A (no data due to Covid-19 pandemic)  2019 = 78%
% ARE or greater in Maths (KS2)	N/A (no official data due to Covid-19 pandemic)  2020 TA = 83%	N/A (no data due to Covid-19 pandemic)  2019 = 79%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Tier 1 – Phonics and Maths fluency
<b>B.</b>	Tier 1 - Misconceptions and ‘gaps’ in understanding identified and closed for all pupils in all curriculum areas, particularly after Covid-19 lockdown.
<b>C.</b>	Tier 2 - A widening attainment gap between disadvantaged pupils and non-disadvantaged, exacerbated post March (due to Covid -19)
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Tier 3 - Some pupils have widening vulnerabilities
<b>E.</b>	Tier 3 - Attendance / wellbeing concerns linking to some of our Pupil Premium children/families
<b>F.</b>	Tier 3 - The ability of pupils on the PP register to access remote learning in the case of isolating/lockdown.

**Tier 1 - Quality of teaching for all.**

**To increase the effectiveness of teaching through the provision of quality, including high quality CPD. (Addressing Barriers A, B & C)**

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p>Purchase and implement new reading scheme and work with the Mangottsfield English Hub to embed effective phonics practice across the school. <b>Barrier A</b></p> <p>Ensure all relevant staff (including new staff) have received training and support to deliver the Phonics and Reading scheme effectively.</p>	<p>EEF toolkit – phonic approaches have been consistently found to be effective in supporting young readers. (+ 4 months)</p>	<p>HT/SLT learning walks on monitoring cycle Early reading and phonics monitored by external literacy specialist from the English Hub</p> <p>Curriculum and Standards Committee (Governors)</p>	<p>At least 82% of Year 2 sitting the Phonics Check in November 2020 achieve, or surpass the pass mark. This is in line with the 2019 national average 1-1 or group sessions close attainment gap</p> <p><i>Year 2s sat their Phonics screening test on 1.12.2020. 11/14 passed = 79% 3 that didn't pass 2/3 are on 'My Plans'.</i></p> <p>With catch-up funding and 1-1 support we predicted a 100% pass rate for June 2021.</p> <p><i>*Due to further lockdowns this will be reviewed again once school re-opens.</i></p>	<p>New books matching the Phonic scheme = £2063</p> <p>Retired Teacher / (Current TA) Booster Phonic sessions = £2838</p>
<p>To raise standards in Maths, stretch the more able and embed mathematical fluency.</p> <p>Seek external support and training on 'Can do Maths' <b>Barrier A</b></p>	<p>"Great teaching is the most important level schools have to improve outcomes for their pupils' (EEF)</p>	<p>HT/SLT/Maths Leader learning walks on monitoring cycle Lesson observations on monitoring cycle Triangulation between teachers planning and pupils work / voice on monitoring cycle Staff personal support plans (My Plans)</p>	<p>Consistently good standards of QFT seen in all classes. Teachers challenge the children more. Pupil maths fluency improved Results in line / above compared to National Average</p>	<p>'Can do Maths' subscription = £1068</p> <p>Maths consultant support = £1194</p>

<p><b>To</b> engage the school children in the Curriculum through emotion, imagination and movement. <b>Barrier B &amp; C</b></p> <p>Now&gt;Press&gt;Play helping children to access the curriculum by integrating experiential and kinaesthetic learning into classrooms.</p>	<p>There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice. (+4 months EEF)</p> <p><i>ERA Winner 2020</i> <i>Bett Winner 2019</i></p>	<p>Staff / Pupil Voice. Book looks</p>	<p>Produces outstanding engagement in children of all abilities Stimulates children's imaginations and inspires creative writing Raises attainment by making learning meaningful and memorable Extends children's life experiences</p>	<p>£1646 annual subscription</p>
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<b>Total budgeted cost</b>				<b>£8809</b>
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**Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers B and C)**

<b>Key Actions</b>	<b>Rationale / Evidence for proposed actions</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
<p><b>Interventions to address any widening attainment gap between disadvantaged and non-disadvantaged pupils.</b> <b>Barrier B &amp; C</b></p> <p>Based on standardised assessments (NFER, 'Can do Maths'), where required, disadvantaged children will be targeted for 'in class' or 'out-of-class' support.</p> <p>Work inside the classroom may include:</p> <ul style="list-style-type: none"> <li>• Additional adult support in lessons</li> <li>• Directed Questioning</li> <li>• Regular 'checking in' and high-quality feedback.</li> </ul>	<p>Whilst we feel that Quality First Teaching is the first level of intervention, there is evidence that supports allowing an adult to "...focus exclusively on a small number of learners, usually in a separate classroom or working area..." (EEF toolkit +4)</p> <p>Targeted GAP analysis, following standardised assessments, is an important tool in delivering accurate Pitch and Expectations of units and lessons, ensuring that pupils have correct starting points in their learning. This is of particular importance this academic year as many pupils missed 'in school' teaching from March 2020 (due to the Covid19 pandemic and the lockdown).</p>	<p>HT/SLT Lesson Observations on monitoring cycle.</p> <p>Pupil Progress Meetings</p> <p>HT/SLT Learning Walks for interventions on monitoring cycle</p> <p>Curriculum and Standards Committee (Governors)</p>	<p>Pupil Premium pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>Additional Teacher 1 = £2484 Additional Teacher 2 = £5866</p> <p>(Group work support)</p>

'Out of class' support will see pupils' complete targeted Literacy or Maths activities in addition to their daily lessons.	(High quality feedback EEF +8)			
			<b>Total budgeted cost</b>	<b>£8350</b>

**Tier 3: Targeted support: Social and Emotional. (Addressing Barriers D, E and F)**

<b>Key Actions</b>	<b>Rationale / Evidence for proposed actions</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
<p><b>Interventions to support pupils with multiple vulnerabilities</b>, i.e.: SEND and on the Pupil Premium Register, or SEND and CP/CIN. <b>Barrier D</b></p> <p>SEND needs of pupils will be mapped alongside necessary classroom support. Additional pupils will then join any other appropriate interventions.</p> <p>There may be the need for a therapist / specialist to evaluate other children, potentially those on the PP register. Following sessions, there will likely be recommendations which impact on the provision for the pupil.</p> <p>Ongoing support for children on CIN / CP.</p>	<p>An article by Gary Freeman in the journal SecEd, called 'SEND, Pupil Premium &amp; parents' from November 2018, discusses finding common strategies to meet needs:</p>  <p>Where required, pupils with multiple vulnerabilities may require further, additional support, possibly 1:1 to ensure they have constant supervision and care.</p>	<p>The specific needs of these pupils will be closely monitored.</p> <p>SENCO/FSW will monitor the impact of the SEND interventions on a half-termly basis.</p> <p>SENCO/FSW will collect Parent/pupil Voice of targeted children to help assess the quality of the provision.</p> <p>SEND / PP / Safeguarding Governors</p>	<p>High-impact 1:1 / group support is given to pupils with multiple vulnerabilities.</p> <p>The school had a safeguarding audit (November 16<sup>th</sup>, 2020).</p> <p><i>"I would suggest that the mindset of the safeguarding team at this setting, and the variety of resources and best practices that they utilise, could be used as a "gold standard" for other settings in the county"</i></p> <p><i>Danielle Chrystal – GSCE Safeguarding team</i></p>	<p>TA Support Staff = £30,000</p> <p>Play Therapy = £500</p> <p>Emotional and Social resources = £65</p> <p>Uniform = £38</p> <p>Summer School, Bespoke Mentoring = £300</p> <p>CPD staff Apple and Zippy Anxiety training = £300</p>
<p>To improve the attendance / wellbeing of Pupil Premium children <b>Barrier E</b></p> <p>Breakfast club offered free to all PP children</p> <p>School FSW's to target all PP</p>	<p>When children are happy in school and relaxed in their learning, effective learning will happen and help children achieve their potential. Being confident and having a positive attitude to school is vital to a child's success.</p>	<p>HT/FSW/Admin will monitor attendance</p> <p>FSW/SBM will monitor Breakfast club termly.</p>	<p><i>Attendance Sep – Dec 2020</i></p> <p><i>Whole School = 97.51%</i> <i>Non-PP = 98.03%</i> <i>PP = 95.96%</i></p> <p><i>* one child opting for Home Education from Oct 1<sup>st</sup> to</i></p>	<p>FSW's x2 = £22,477</p> <p>Breakfast Club provisions = £6170</p> <p>Life Well-being Coach =£420</p>

<p>children and offer support for emotional and social barriers.</p> <p>Mentoring / Raise life aspirations (Covid-19 - related) PP children invited into school. If at home, weekly phone calls home, weekly zoom sessions to target their social and emotional learning seeking to improve pupils' interaction with others.</p>	<p>Social and emotional learning (EEF toolkit+4)</p>	<p>FSW/SENDCo to contact PP children weekly *due to going back in lockdown. SEND / PP Governors</p>	<p><i>end of Dec but remaining on school roll all term. LA Inclusion involved. (if that child is omitted):</i></p> <p><i>Whole School = 97.96%</i> <i>Non-PP = 98.03</i> <i>PP = 97.73%</i></p>	
<p>To enable all pupils to access remote learning whilst they are at home. <b>Barrier F</b> School will collect Parent voice to determine which pupils can/cannot access remote learning from home via an internet-enabled device.</p> <p>To raise engagement in learning in maths / reading through online learning platforms</p>	<p>13 pupils were identified as not having access to an internet-enabled device whilst at home in response to calls home.</p> <p>EEF report +4 months progress with use of digital technology to support learning. Instant feedback is effective</p> <p>Subscription to TT Rockstars Subscription to Prodigy Subscription to Reading Eggs</p>	<p>HT/DHT to ensure work on Class Dojo matches 'in school' learning To ensure remote learning provision provides quality first learning opportunities.</p>	<p>All pupils have ability to engage with remote learning whilst isolating / on lock down.</p> <p>School qualified for 16 laptops from the DfE</p> <p>Reading certificates issued Maths data checked / analysed</p>	<p>£ = No cost (Laptops distributed)</p> <p>Subscriptions = £95 £Free £696</p>
<b>Total budgeted cost</b>				<b>£ 61,061</b>
<b>Total 2020/2021</b>				<b>£78,220</b>

**Review of expenditure 2019 – 2020**

Action	Intended Outcome	Estimated Impact 6 / 14 children PP      1 child = 7%	Lessons learned – (will we continue with this approach?)																																			
<p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence)</p> <p>Ensure all relevant staff (including new staff) have received training and support to deliver high quality lessons.</p> <p>Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum, thereby supporting effective learning by deploying science of memory strategies. Ensure quality of curriculum: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p>The quality of teaching will continue to improve across the school, especially in maths due to more consistency and a whole school united approach. PP pupils make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability.</p>	<p>Outcome at the end of KS2 Teacher Assessments / NFER Tests/Past SATS papers.</p> <table border="1" data-bbox="981 483 1402 667"> <thead> <tr> <th>Child</th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>GD</td> <td>EXS</td> <td>EXS</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>EXS</td> <td>BL</td> <td>GD</td> <td>No</td> </tr> <tr> <td>3</td> <td>GD</td> <td>EXS</td> <td>EXS</td> <td>Yes</td> </tr> <tr> <td>4</td> <td>BL</td> <td>BL</td> <td>BL</td> <td>No</td> </tr> <tr> <td>5</td> <td>EXS</td> <td>EXS</td> <td>EXS</td> <td>Yes</td> </tr> <tr> <td>6</td> <td>GD</td> <td>EXS</td> <td>GD</td> <td>Yes</td> </tr> </tbody> </table> <p>PP Children:                      Reading = 83%    GD = 33%                      Writing = 67%    GD = 0%                      Maths = 83%    GD = 17%</p> <p>Combined = 67% PP children                      The two children not getting EXS made very good progress, as significantly below in Year 2 (one was on an EHCP).</p> <p>The curriculum is revised and statements for all subjects in place for intent, implantation and impact. The journey for the individual child is clear and builds on their previous learning.</p>	Child	R	W	M	RWM	1	GD	EXS	EXS	Yes	2	EXS	BL	GD	No	3	GD	EXS	EXS	Yes	4	BL	BL	BL	No	5	EXS	EXS	EXS	Yes	6	GD	EXS	GD	Yes	<p>Continue with the strategy which was interrupted due to the lockdown. Huge progress was made with this cohort before Covid-19 and as a year group they were the strongest across the school.</p> <p>Targeted group work showed accelerated progress in maths especially. <i>(Only child not getting EXS was on an EHCP – however they made good progress on their individual EHCP targets)</i></p>
Child	R	W	M	RWM																																		
1	GD	EXS	EXS	Yes																																		
2	EXS	BL	GD	No																																		
3	GD	EXS	EXS	Yes																																		
4	BL	BL	BL	No																																		
5	EXS	EXS	EXS	Yes																																		
6	GD	EXS	GD	Yes																																		
<p>-Target booster support and catch up programmes for PP pupils in order to enable vulnerable pupils</p>	<p>PP pupils across the school, and in particular in Year 5 cohorts, make rapid progress in all areas but</p>	<p>During the year high quality interventions were in place for PP children.</p>	<p>Continue with the strategy which was interrupted due to the lockdown for other PP children.</p>																																			



<p>to make progress. -Homework clubs accessed by PP children. Invitation only. -Ensure all PP children read regularly to practice skills and improve fluency -To raise the attainment of reading further through a range of strategies.</p>	<p>particularly maths, and the gap with their peers is closed.</p> <p>Outcome in RWM by the end of 2020 remains above the National</p>	<p><i>All 6 children made at least good / accelerated progress from their KS1 results.</i></p>	
<p>Fund and implement the position for a Family Support Worker to support families with social, emotional and mental health needs</p> <p>FSW to support hard to reach families / support poor attendance</p> <p>Pupils have access to a full range of social/cultural/sporting experiences, visits and activities.</p>	<p>FSW</p> <p>Breakfast club free to PP children</p> <p>Increase of PP children in clubs, sporting fixtures and attending trips / residential.</p>	<p>Barriers to learning identified. Support put in place for social and emotional needs of the child(ren) / families.</p> <p><i>Both children working below 'EXS' worked closely with our FSW and outside agencies. One remained on CP, the other was on an EHCP.</i></p> <p>Attendance improves and children in school ready to learn.</p> <p><i>Whole School Sep – Feb half term 96.53%</i></p> <p><i>Non-PP 96.56% (before Covid-19)</i> <i>PP 96.27% (before Covid-19)</i></p> <p><i>Attendance for PP similar to that of non-PP and closing.</i></p> <p>School gained the GHLL Mental Wellbeing Award Feb 2020.</p> <p>School gained Gold in the School Games Awards July 2020</p>	<p>Continue with the strategy which was interrupted due to the lockdown for other PP children.</p>
			<p><b>Total Budgeted Cost</b> £ 50,682 (spent) £ 25,458 (carry forward)</p>

