

Yerbury Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

However, we recognise that challenges are varied and there is no "one size fits all". We are committed to ensuring that disadvantage is not a barrier to our 'Hope for the Yerbury Child' and we fully consider the varied needs of Yerbury pupils in our decision-making.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Our approach to our Pupil Premium Strategy is based on the following principles:

- Consistently excellent 'quality first teaching' across the school.
- Focussed assessment for learning that identifies individual gaps, followed by precisely targeted teaching. This includes targeting able children eligible for Pupil Premium to achieve Greater Depth
- Addressing common gaps with whole school strategies to impact on the quality of teaching and learning for disadvantaged pupils and all pupils.
- Early interventions that are specific, time bound and measurable, delivered by staff trained.

- Consideration for the needs of vulnerable children, including those experiencing long-term or temporary emotional challenges, and ensuring that all pupils receive the support they need to be ready to learn and thrive.
- Encouraging parents and carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.

School overview

Detail	Data
School name	Yerbury Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was first published	02/12/2022
Date on which it will be reviewed	01/12/2023
Statement authorised by	Liam Frost
Pupil premium lead	Becky Wright
Governor / Trustee lead	Rosi Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,025.00
Recovery premium funding allocation this academic year	£9,527.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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	£109,552.50

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Internal Assessments show that progress for children eligible for the Pupil Premium Grant was lower than all pupils following school closures and covid disruption
2	Impact of SEND upon pupils eligible for the PPG. A significant proportion of our children who are eligible for the pupil premium grant have compound factors affecting their progress and attainment.
3	Internal assessments show that a higher proportion of children who are eligible for the PPD are often attaining in the bottom 20% of in Reading at KS1 (including in phonics).
4	Emotional barriers to learning for some pupils who are eligible for the PPG
5	There is a significant gap in terms of life experiences (holidays, clubs, sports for example) between our pupils who are eligible for the PPG compared to those who are not meaning that our pupils eligible for PPG do not have the same prior knowledge to build upon without intervention.

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>PPG pupils make good (6 steps) or better progress across the year</i>	Accelerated progress. The gap between pupils eligible for PPG and all pupils narrows.
<i>High quality teaching of a broad and balanced curriculum is supported through continuous professional development and monitoring.</i>	The quality of teaching and learning is high quality across all subject areas – support through ongoing CDP for staff.
Pupils eligible for PPG with SEND make good or better progress	Accelerated progress. The gap narrows.
Ensure that the provision for pupils with SEND is high quality throughout the school.	The quality of teaching and learning for pupils with SEND is high quality across the school. Specialist staff are effective, ongoing professional development serves to embed and strengthen provision.
The emotional wellbeing of pupils is supported across the school.	The emotional wellbeing for pupils eligible for the PPG is high.

Ensure that pupils eligible for PPG have opportunities to have experiences that increases cultural capital.	Children have access to high quality enrichment experiences that support their understanding of the wider world.
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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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD and ongoing support for all staff in teaching updated systematic synthetic phonics scheme</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 3
<i>CPD and ongoing support for all teaching staff in teaching Maths Mastery</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that the impact of mastery teaching is an additional five months progress, on average, over the course of a year.	1, 2
<i>Resourcing age-appropriate decodable books for KS2 children who are learning to decode</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2

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

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action Tutoring for Year 6 pupils in Maths or English	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Action Tutoring for Year 5 in Maths or English</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Employ additional member of staff to help deliver support and group interventions to children eligible for the Pupil premium Grant</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3
<i>Employ a Literacy Specialist to provide CPD, small group and individual literacy support</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3
<i>Small group Phonics Interventions led by experienced teaching staff</i>	Small group phonics sessions have been shown to have a positive impact with 4 months progress.	1, 2, 3
<i>Year 6 Booster Sessions led by experienced staff</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Small group Pre-Teaching of pupils to ensure that they 'keep-up' in core subjects</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Management CPD – a restorative approach that promotes an atmosphere of nurture and positivity</i>	Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have been shown to add as much as 4 months impact in the EEF Toolkit.	4
<i>After-School Club Subsidy</i>	The EEF toolkit shows that participation in the arts can add 3 months progress and physical activity can have 1 month's impact.	5
<i>Enrichment Clubs</i>	The EEF toolkit shows that participation in the arts can add 3 months progress and physical activity can have 1 month's impact.	5
<i>School Journey and school trips</i>	Outdoor Adventure Learning provides opportunities for pupils facing disadvantage to participate in activities that they otherwise might not be able to access. Through participation, pupils can develop non-cognitive skills such as resilience, self-confidence and motivation.	4, 5
<i>Resources to support learning beyond the school</i>	EEF research indicates the average impact of Parental Engagement approaches is about an additional 4 months progress over the course of a year.	4, 5

Total budgeted cost: £ 110,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021 – 2022 is year 1 of a three year Pupil Premium strategy

In pupil surveys children report being happy at school, listened to and understood.

Activity	Review	Implications for Year 2 of plan
<i>CPD and ongoing support for all staff in teaching updated systematic synthetic phonics scheme</i>	In place Essential Letters and Sounds training in INSET and Twilight. Specific training for phases and with support staff	Essential Letters and Sounds Audit
<i>CPD and ongoing support for all teaching staff in teaching Maths Mastery</i>	In place Maths Mastery training in Twilight and INSET visits from local schools to share good practice. Maths specialist in school	Continue to embed
<i>Resourcing age-appropriate decodable books for KS2 children who are learning to decode</i>	In place	Review with children and increase offer
Activity	Review	Implications for Year 2 of plan
<i>FFT Lightning Squad – Daily Reading Intervention</i>	Impact during first year	Discontinue Less perceived need
<i>Action Tutoring for Year 6 pupils in Maths or English</i>	In place 10 children attended Average of 22% progress from their baseline assessment	Continue
<i>Action Tutoring for Year 5 in Maths or English</i>	In place 6 children attended Average of 15% progress from their baseline assessment	Continue
<i>Employ additional member of staff to help deliver support and group interventions to children eligible for the Pupil premium Grant</i>	Difficulty in finding the right person for the role.	Targeted recruitment in process
<i>Employ a Literacy Specialist to provide CPD, small group and</i>	In place Yerbury has maintained it's Dyslexia Friendly school status, one of only 10	Continue

<i>individual literacy support</i>	mainstream Primary Schools in the country	
<i>Small group Phonics Interventions led by experienced teaching staff</i>	In place 80% of pp children passing phonics	Continue
<i>Year 6 Booster Sessions led by experienced staff</i>	In place Children reaching the expected standard in Year 6 Reading 69% compared to 62% Nationally Writing 77% compared to 55% Nationally Maths 69% compared to 56% Nationally	Continue
<i>Small group Pre-Teaching of pupils to ensure that they 'keep-up' in core subjects</i>	In place End of year attainment for KS1 for children reaching ARE Reading 56% compared to 52% Nationally Writing 44% compared to 41% Nationally Maths 67% compared to 52% Nationally	Continue
Activity	Review	Implications for Year 2 of plan
<i>Behaviour Management CPD – a restorative approach that promotes an atmosphere of nurture and positivity</i>	In place Training for all staff in INSET, specific support for challenging behaviours from New River College and Virtual School	Continue to develop and embed
<i>After-School Club Subsidy</i>	In place Between 5% and 10% of Pupil Premium Children attend afterschool club daily	Continue Encourage take-up with parents
<i>Enrichment Clubs</i>	In place 100% of Pupil premium children in year 3 and above have 100% subsidy for enrichment clubs	Ringfence spaces in all clubs to ensure pupil premium access
<i>School Journey and school trips</i>	In place 100% children with pupil premium status have had access to all trips and residential opportunities	Continue
<i>Resources to support learning beyond the school</i>	In place Teachers have provided individual support for children to be able to access homework. Holiday club subsidy (100%) for 3 children every half term, Easter holiday and 3 weeks of Summer holiday	Continue in 22/23

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	