



Yohden Primary School Pupil Premium Strategy Statement 2020- 2021

School Overview

Number of pupils in school (inc) Nursery)	171
Proportion of disadvantaged pupils (inc) Nursery)	35%
Pupil premium allocation this academic year	£84,735
Academic year or years covered by statement	2020/21
Publish date	20.11.20
Review date	
Statement authorised by	Link governor
Pupil premium lead	Mrs E Harrison
Governor lead	Mr A Robinson

Rationale

Yohden Primary School is situated in an ex- mining village in the east of Durham. The school is smaller than the average-sized primary school, with one class per year group [170 children 57 % boys 43% girls]. Most children begin attending school in the Reception class as the school does not have a nursery. There are two local nurseries close by, and school has good links with these and the local secondary school.

In 2019 Income Deprivation Affecting Children Index (IDACI) , showed that 46% of children in our school live in the most deprived area and 32% of children live in the second most deprived area of the UK. When you visit our school, this is not always apparent and many visitors comment favourably about the ethos, behaviour and attitude of the children towards their learning. This is due to an emphasis on personal development, which is evident in the schools use of ten personal goals across the curriculum.

The proportion of children with Special Educational Needs or disabilities 46 children [27%] is much higher than the national average. 2 children currently receive higher needs funding and 1 child has a EHCP.

The proportion of disadvantaged children [61 children 36%], those supported by the pupil premium is very high and nearly double the national average

This is a community school and offers good support for families eg a school counsellor. A number of families are known to and work with multi- agencies. The school offers a breakfast club for children from 8.00 am each day.

Leader’s ambition is for all children to believe in themselves, aspire to succeed in the wider world and develop a range of learning skills to enable them to achieve which is embodied in the school motto, *‘Believe, Aspire, Learn Achieve’*.

Leaders have developed our broad and balanced curriculum, which focuses on a combination of academic, personal and international learning. The curriculum combines innovative and exciting ways to learn, while at the same time ensuring the implementation of a consistent intent across the school.

Funding (per eligible pupil)

	2020 - 2021
Pupil Premium Reception – Y6	£1,345
*Pupil Premium + Looked after children (LAC)	£1,700
Pupil Premium + Post Looked after children (PLAC)	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	61
Number of eligible boys	37
Number of eligible girls	24
Number of looked/ Post looked after pupils	5
Total funding allocation	£98,470

Pupil attainment 2019

Reception class pupils disadvantaged pupils	School all pupils	School FSM pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
GLD	75%	83%	-19%	+9%

	All pupils school	School disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
Phonics	79%	70%	-13%	-14%		
Key stage 1 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Greater depth standard	
			National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	60%	55%	-16%	-18%	-14%	-10%
Writing	60%	55%	-18%	-18%	-10%	-8%
Maths	60%	45%	-16%	-34%	-12%	+3%
Key stage 2 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Higher standard	
			National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	87%	91%	-16%	+13%	-14%	-4%
Writing	74%	64%	-15%	-19%	-13%	-15%
Maths	83%	82%	-17%	-2%	-16%	-14%
Reading, writing & Maths combined	65%	55%	-20%	-16%	-8%	-13%

DUE TO CORONAVIRUS PANDEMIC THERE WAS NO STATUTORY TESTS FOR PRIMARY SCHOOLS FOR 2020 THEREFORE THE 2019 REMAINS.

Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
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Reading	0.44	4.68	0.3
Writing	-0.81	0.09	0.3
Maths	0.37	2.87	0.3

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Some teacher's subject knowledge is not as strong as it should be to ensure teachers can deliver the curriculum required across school.	For all teachers to have a sound subject knowledge to teach the requirements of the national curriculum. For all staff to have received training to help improve subject knowledge across a range of subjects.
	B	Some children with SEND are not achieving as well as they should.	For all children with SEND to have targeted support in class and through intervention in order to make at least good progress from their starting points.
	C	The teaching of phonics is not as strong as it should be therefore children are not making the progress they should be.	For all staff to have developed good subject knowledge. For leaders to monitor the teaching of phonics well. For Y2 children's pass rate for the phonics screening to be 85% For Y1 children's pass rate for the phonics screening to be 85%.
	D	The progress and attainment in reading for children in Key Stage 1 is not as good as it should be.	85% of children in year 2 to have achieved age related expectations for the end of the key stage.
Targeted academic support	E	Some children need targeted intervention to enable them to make at least good progress.	For all children who require targeted intervention to have the support they need to make at least good progress from their starting points. To have support staff available to support children in their learning and to deliver intervention work.

	F	Some children's gross and fine motor skills are not as developed as they should be.	Staff to have appropriate training around the development of motor skills and movement. Children with identified need to receive extra movement work with a trained member of staff/
	G	Some children may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing	For children with speech and language difficulties to have access to the speech and language service in school and for them to offer support to school staff.
	H		
Wider strategies	I	Some children have poor attendance and punctuality.	To improve attendance so it is inline with school attendance overall and in line with national
	J	Some children may have poor emotional wellbeing either short term or longer term which impact upon their ability to learn	For children to be supported with the emotional well being in school on a class, group or individual basis
	K	Relationships between school and home are not as effective as they should be.	Improved communication between home and school. Parents informed and supporting children with home learning.
	L	Some children may not have had many experiences of the wider world to draw upon.	To give children different experiences as part of their learning. This will give them the chance to draw upon experiences to help their learning.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Some teacher's subject knowledge is not as strong as it should be to ensure teachers can deliver the curriculum required across school.	<p>For all teachers to have a good level of subject knowledge across all areas of the curriculum.</p> <p>Staff to access subject specific training.</p> <p>Maths – improving provision for Key Stage 1</p> <p>English – teaching of vocabulary, phonics, leading reading, process of writing</p> <p>Science – teaching of scientific enquiry</p> <p>History – key skills across all areas of history</p> <p>Geography – looking at what fieldwork is and how to teach this</p> <p>Music – improvement of subject knowledge for all year groups</p> <p>RE – staff meeting delivered around the new agreed syllabus</p> <p>PE – teaching a lesson, gymnastics, key movement skills, warm activities</p>	<p>From the EEF Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending</p> <p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p>	£5,000	Training audit undertaken to see confidence levels of staff around their subject knowledge in each of the curriculum areas.	<p>E. Harrison Headteacher</p> <p>Subject Leaders</p> <p>Maths – A Hawksworth</p> <p>English – H Temple</p> <p>Science – G. Metcalf</p> <p>History – M. Lowery</p> <p>Geography - O. Prosser</p> <p>Music – G. Clark</p> <p>RE – V. Mitchell</p> <p>PE - G. Metcalf</p>	Impact can be added here in the different colours for each term

<p>Some children with SEND are not achieving as well as they should.</p>	<p>All SEND pupil to have robust support plans in place with SMART targets</p> <p>All classes to have access to some time with a teaching assistant Rec – EYFS TA</p> <p>Year 1 – Full time support</p> <p>Year 2 – Support mornings partially funded from catch up premium</p> <p>Year 3 – Full time support partial funding from SEND TOP UP funding</p> <p>Year 4 – Access to shared TA</p> <p>Year 5 – Access to shared TA</p> <p>Year 6 – Support afternoons partially funded from catch up premium</p> <p>Identified intervention work with a TA in place and taking place as timetabled times. Impact over time to be measured from assessments made at the beginning and end of the intervention period.</p> <p>Extra support in Reception class for</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>£30,281</p>	<p>Initial support plans in place and quality assured by SENDco.</p> <p>Baseline assessments made for all children accessing interventions to show impact from.</p> <p>Reception baseline in place for both pupils.</p>	<p>SENDCO – E. Harrison</p> <p>SENDCO- E.Harrison</p> <p>KS1 and 2 leads M. Lowery H.Temple</p> <p>SENDCO – E.Harrison EYFS lead – G. Metcalf</p>	
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	<p>children with complex needs to ensure they can access the setting and ensure all children are having a good start to school. Nominal funding from EHCP tp support</p>					
<p>The teaching of phonics is not as strong as it should be therefore children are not making the progress they should be.</p>	<p>For all staff to have developed good subject knowledge through relevant training.</p> <p>For leaders to monitor the teaching of phonics well. Monitoring by phonics lead and SLT. Time to be given for staff to complete.</p> <p>For targeted intervention to be delivered to children EYFS – Y4</p> <p>For Y2 children’s pass rate for the phonics screening to be 85%</p> <p>For Y1 children’s pass rate for the phonics screening to be 85%.</p>	<p>There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). However, the evidence here is less secure and it is probably more important to match the teaching to children’s particular needs and systematically teach the sound patterns with which they are not yet confident.</p>	<p>£10,000</p>	<p>Training audit undertaken</p> <p>Baseline phonics test to be undertaken September 2020</p> <p>Baseline phonics test to be taken in January 2021</p>	<p>Phonics Lead – H. Temple</p>	
<p>The progress and attainment in reading for children in Key Stage 1 is not as good as it should be.</p>	<p>All children across school to access Lexia reading programme.</p> <p>Appropriate levelled reading books to be purchased and available to all</p>	<p>EEF Reading Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who</p>	<p>£8,000</p>	<p>Baseline reading assessments undertaken in January 2021</p>	<p>English Lead – H. Temple</p>	

	<p>children linked to phonics phases.</p> <p>New home reading challenge to be in place for all children to access and be encouraged to read at home.</p> <p>Accelerated Reader programme in use across school to give targeted reading books and comprehension quizzes.</p> <p>Daily individual reading to be undertaken by TAs for those children who need to work on fluency.</p> <p>Reading lead to undergo training from English hub.</p> <p>85% of children in year 2 to have achieved age related expectations for the end of the key stage.</p> <p>___ of children receiving pupil premium to achieve age related expectations</p>	<p>read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p>				

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Some children need targeted intervention to enable them to make at least good progress from their starting points.	<p>For all children who require targeted intervention to have the support they need to make at least good progress from their starting points.</p> <p>For a high proportion of children to have caught up from lost learning after having missed 6 months of learning.</p> <p>To have support staff available to support children in their learning and to deliver intervention work.</p>	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy	£20,000	Baseline assessments made at the start of September 2020 and assessments to be made at the end of intervention periods and whole school on a termly basis.	Key Stage 1 and 2 leads H.Temple M. Lowery	
Some children's gross and fine motor skills are not as developed as they should be.	<p>Staff to have appropriate training around the development of motor skills and movement especially targeted at EYFS.</p> <p>Children with identified need to receive extra movement work with a trained member of staff.</p> <p>Improvement in the gross motor skills of the identified children over the course of the movement group.</p>		£500	<p>After training undertaken staff to identify children who would benefit from motor skill intervention.</p> <p>Samples of handwriting to be made at the start of intervention.</p> <p>Video of movement to be taken at the start of the intervention</p>	<p>PE Lead – G. Metcalf SENDCO – E.Harrison</p> <p>English Lead – H. Temple</p>	

	Children with fine motor skill issues to have a marked improvement in their handwriting.					
Some children may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing	<p>For children with speech and language difficulties to have access to the speech and language service in school.</p> <p>School staff to be supported with provision for children who need targeted speech and language intervention.</p>	EEF Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	£1,500	Initial assessments made by SaLT	SENDCO – E.Harrison	

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Some children have poor attendance and punctuality.	To improve attendance of the those children receiving the pupil premium so it is inline with school attendance of	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost Reading, Writing and Maths results by the	£8000	Attendance information from 2020	E.Harrison Head Attendance – J. Foster	

	<p>children overall and in line with national.</p> <p>Attendance officer to be in place in school to monitor attendance on a daily basis.</p> <p>1st day contact with all families to follow up on non-attendance.</p> <p>Contact with parents with attendance concerns to be made.</p> <p>Referrals to county to be made where needed.</p> <p>Regular attendance meeting with attendance officer and headteacher to monitor at attendance.</p> <p>Breakfast club to be offered to children on pupil premium to improve punctuality of those children causing concerns.</p>	<p>equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance we aim to raise awareness of the implications of poor attendance and pre-empt possible attendance issues</p>				
<p>Some children may have poor emotional wellbeing either short term or longer term which impact upon their ability to learn</p>	<p>For children to be supported with their emotional well being in school on a class, group or individual basis.</p> <p>Jigsaw recovery units to be used to support return to school of pupils.</p> <p>Jigsaw scheme to be used to support</p>	<p>Research and our experience demonstrates that use of counselling in schools leads to a significant positive impact on children's SEMH and in improving attitudes to learning and relationships in school.</p>	<p>£5000</p>	<p>Emotional Wellbeing questionnaires undertaken by teachers and children</p> <p>Referrals made by teachers through the school gatekeeper.</p>	<p>Head – E.Harrison</p> <p>PHSE - V.Mitchell</p> <p>Wellbeing – M. Lowery</p> <p>Gatekeeper – A.Hawksworth</p>	

	<p>PHSE work across school throughout the year.</p> <p>To attend wellbeing and mental health seminars to support children in school.</p> <p>To continue to access the trailblazer project to help with addressing concerns with mental health in families.</p> <p>For those children who need specialist support have access to a trained school counsellor on a regular basis.</p>					
<p>Relationships between school and home are not as effective as they should be.</p>	<p>Improved communication between home and school – Class Dojo, Social media, email and text service, weekly newsletters</p> <p>Parents informed and supporting children with home learning. Class Dojo support groups set up for parents for Maths. Teachers adding videos to support learning.</p> <p>Parental views taken into consideration through parental questionnaires</p> <p>Regular contact through parents meetings both in</p>	<p>Engagement is often easier to achieve with parents of very young children. We will encourage all parents to join our class Dojo groups and use this as opportunity to improve parents understanding of maths. For parents of older children we will encourage them to look at the videos created by children to increase their understanding.</p> <p>Welcoming parents, especially those whose own experience of school may not have been positive is a priority to help them support the work of their children at home.</p>	£500	Parental questionnaires to be undertaken	<p>Head – E.Harrison</p> <p>Class Teachers</p>	

	person and via telephone.					
Some children may not have had many experiences of the wider world to draw upon.	<p>To give children different experiences as part of their learning. .</p> <p>For children in Y4 and Y5 to access ukulele lessons from Durham Music Service.</p> <p>For all children in school to receive singing training from Durham Music Service.</p> <p>For school to hold a range of after school clubs for children to access.</p> <p>Y6 children to attend residential trip to Low Mill outdoor activity centre.</p> <p>To provide visits and visitors linked to the curriculum.</p> <p>To access resources through Durham Learning Resources, RE/SMSC virtual links</p>	Many children have limited experiences of visiting places of interest which support learning across the curriculum Access to after school clubs is limited outside school	£9689	Pupil questionnaires	Head – E.Harrison Class Teachers	

Additional funding supporting provision

Funding from SEND TOP UP to support the employment of TA support for year 3 and reception classes.
Catch up funding to support the employment of TA support for year 2 and year 6.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Mr A. Robinson		
Committee meeting dates		
Autumn:	Spring:	Summer:
Autumn summary		
Brief summary of what happened when spoke to governors and were they happy		
Spring summary		
Summer summary		