

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 | Yohden Primary School |
| Number of pupils in school | 168 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Ellen Harrison Headteacher |
| Pupil premium lead | Ellen Harrison Headteacher |
| Governor / Trustee lead | Anthony Robinson Mary Pearson |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £80,700 |
| Recovery premium funding allocation this academic year | £9,280 |

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| 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 | £89,980 |

Part A: Pupil premium strategy plan

Statement of intent

At Yohden Primary School it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points 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.

Yohden Primary is a school located in the ex-mining village of Horden in the East of County Durham. 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 our school's use of our six Keys to Success. The proportion of children eligible to receive the Pupil Premium funding is higher than average at 39% as to is the proportion of children who are identified with special educational needs, 27%.

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 address barriers our children face and through rigorous tracking, careful planning, targeted support and interventions provide opportunities that raise aspirations and enable pupils to enjoy academic success, including those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced by vulnerable pupils, such as those receiving support from social care and those who have had involvement in the past. This alongside research conducted by the EEF will help inform our strategy. 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. The challenges are varied and there is no “one size fits all”. 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 strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 that teaching and learning opportunities meet the needs of all the pupils and are challenged in the work that they’re set
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | All staff to have strong subject knowledge across the curriculum and understanding of the most effective strategies to use to deliver quality-learning experiences. |
| 2 | The number of children with SEND needs is higher than the national average and an increasing number of children are entering school with social, emotional and mental health issues. |
| 3 | The progress and attainment in reading for children in Key Stage 1 is not as good as it should be. |
| 4 | Some children need targeted intervention to enable them to make at least good progress. |
| 5 | Some children may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing |
| 6 | Some children have poor attendance and punctuality. |
| 7 | Some children may have poor emotional wellbeing either short term or longer term which impact upon their ability to learn |
| 8 | Some children may not have had many experiences of the wider world to draw upon. |

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 |
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| <i>For all staff to be confident to teach across the curriculum to at the least the standard expected of children leaving Yohden Primary School in Year 6.</i> | Staff to have undertaken quality CPD that includes: courses ran by external providers, attend staff training delivered by in school staff and through self-directed research. |

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| | <p>Staff subject knowledge to be improved.</p> <p>Subject leaders to see an improvement in teacher subject knowledge when monitoring their subject.</p> <p>Children are covering the required programme of study from the national curriculum.</p> |
| <p>For all children with SEND to have the support they require to access the full curriculum.</p> | <p>All staff to access relevant training and support to increase their knowledge of SEND needs.</p> <p>All SEND children to have relevant SMART targets as part of their individual support plans and for these to be reviewed termly.</p> <p>Relevant professionals to be consulted for children with SEND and recommendations to be implemented into support plans and classrooms.</p> <p>Children with SEND to have support in class using a range of methods including adult support, resources, adapted timetables, interventions.</p> <p>For children with SEND needs to make at least good progress from their starting points.</p> |
| <p>For the number of children at the end of KS1 attaining at least the expected standard for reading to have increased.</p> | <p>Continued quality phonics teaching for all children across EYFS and KS1. Phonics teaching also continue for those children who require it into years 3 and 4.</p> |

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| | <p>For at least 85% of the children to have passed the phonics screening check.</p> <p>All children in KS1 to have access to daily reading sessions through the reading carousel approach.</p> <p>For children who require further support with word reading to receive individual reading time every day.</p> <p>All year 2 children to have a dedicated comprehension lesson each week.</p> <p>Whole school reading challenge in place and the number of children reading at home increasing.</p> <p>Lexia reading programme used for home learning and in school support.</p> |
| <p>For those children who access targeted intervention to have made good progress from their starting points.</p> | <p>Children identified to be assessed at the start and end of an intervention to measure progress made.</p> <p>The progress made to have at least been good from the identified starting points for all pupils accessing interventions.</p> |
| <p>For children with speech and language difficulties to have access to the speech and language service in school.</p> | <p>Children referred to SALT to be seen in school via school contract, shorter time frame to that referred to the service externally.</p> <p>Children with specific needs to access regular speech sessions with a therapist and followed up daily by school staff. Improvement</p> |

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| | <p>to be seen through regular assessment points with therapist.</p> <p>Relevant and targeted intervention work to be provided by therapist and for staff to be supported to implement into classrooms for children. Progress made seen through the achievement of targets set and regular reviews with therapist.</p> |
| <p>To attain improved attendance for all children in school particularly for those identified as disadvantaged.</p> | <p>Clear procedures in place to follow up attendance through first day phone calls, letters homes, attendance meetings with headteacher and referrals.</p> <p>Absence rate to be no more than 4%.</p> <p>For the gap between disadvantaged and non-disadvantaged to be reduced.</p> |
| <p>For children's wellbeing to have improved.</p> | <p>School mental health first aider to be in place and to be supporting the school community.</p> <p>Targeted support through PHSE lessons, circle time, small group intervention, referrals to the mental health team, use of school counsellor.</p> <p>Discussions with children and observations to see the improvement in children's wellbeing. Questionnaires to children and parents – feedback analysed.</p> |
| <p>For all children to have access to different experiences as part of their learning.</p> | <p>For all children to have access to quality experiences to enhance their learning.</p> <p>All children to have the opportunity to access after school clubs and for the number of disadvantaged</p> |

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| | children to have increased from the previous year. |
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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: £56 175

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <i>Staff CPD</i> | <p>From the EEF</p> <p>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> | 1, 2, 4 |
| <i>To increase the number of teaching assistants across school to enable all classes to access TA support for quality intervention and small group work.</i> | <p>From EEF</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p> | 1, 2, 3, 4 |

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| <p><i>Extra TA/intervention support for Year 1 and 2 for the spring term 2022 for catch up</i></p> | | |
| <p><i>To monitor attendance and follow up on actions and concerns effectively through the employment of an attendance office.</i></p> | <p>From the EEF The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost Reading, Writing and Maths results by the 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>6</p> |
| <p><i>To employ a speech therapist to come into school for ½ a day a week.</i></p> | <p>From EEF 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</p> | <p>5</p> |

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| | show slightly larger effects for children from disadvantaged backgrounds | |
| <i>To employ a school counsellor for ½ a day a week to support children’s mental health</i> | 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. | 7 |

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

Budgeted cost: £14527

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <i>1:1 or small group support and intervention work for those that require it in years 3, 4, 5 and 6.</i> | 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 | 3, 4, 5 |
| <i>Before school intervention sessions for year 2 and in class</i> | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress | 3, 4, 5 |

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| <p><i>support for year 1 and 2 spring term.</i></p> | <p>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>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19278

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>To monitor attendance daily through the use of an attendance officer.</i></p> <p><i>To provide places for disadvantaged pupils at breakfast club</i></p> | <p>From the EEF</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost Reading, Writing and Maths results by the 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</p> | <p>6</p> |

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| | informing parents regularly about attendance we aim to raise awareness of the implications of poor attendance and pre-empt possible attendance issues | |
| <i>To purchase resources to help with well being and mental health – PHSE scheme, Zones of regulation book and training, calm area resources</i> | 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. | 7 |
| <i>To ensure all children have access to online resources: Numbots Times Table Rockstars Lexia Disadvantaged children to have the chance to take home a school laptop to help with online learning as required.</i> | Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more. | 2,3 |
| Pupils to access a range of social/cultural/sporting experiences and visits. Resources from the Durham Learning Resources (DLR) to used in school to enhance learning. | Pupils benefit from working with others and being introduced to a variety of experiences. Pupils’ horizons will be broadened and they will learn more about culture, history and geography | 8 |

Total budgeted cost: £89980

Part B: Review of outcomes in the previous academic year

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.

During 2020-21 school continued to undertake assessment points at the end of each term. The disadvantaged pupils performed well in some year groups and were inline with other children in their cohort, whilst other years assessments levels were lower. Covid had a significant effect on the attainment of all children as school was disrupted with two significant periods of lockdown. This was particularly evident during the lockdown in 2020, as engagement at home was much lower and the quality of the home learning offer needed improvement. During the Autumn term of 2020 this offer was enhanced and lockdown two remote learning was more effective in seeing the vast majority of children engaging in learning at home and making progress.

Phonics teaching has been significantly strengthened over the course of 2020-21 and improvements have been seen in the outcomes with 80% of the children passing the phonics screening in autumn 2020, which is an increase on June 2019. It is anticipated that further improvement will be seen in the results for autumn 2021.

The subject knowledge of teachers has improved over the course of the year as they have accessed relevant training and support. This has also included relevant SEND training to support children in school.

School have continued to prioritise the mental health and well-being of children as they return to school. The school have continued to use weekly PHSE and assembly time to look at relevant issues. Further support from the mental health team and the school counsellor have been accessed as required. Children returned to school well after both periods of lockdown.

School attendance has had a 3 year high in school. The school attendance officer has worked hard along with the headteacher to monitor absence and follow up on any attendance issues.

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 |
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Service pupil premium funding

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

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