

# Yohden Primary School

## Pupil premium strategy outcomes

Review of Strategy 2021-2022

Outcome	Impact
<p><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></p>	<p>Quality CPD has been undertaken by all staff across the course of 2021/22. This has included whole staff music training, quality interaction training, PE support using SSP to support staff in lessons.</p> <p>Subject leaders have all had input from LA advisors to support development of their subjects in school. Leaders have led staff meetings to train staff.</p> <p>Two subject leaders have undertaken self study to improve their knowledge of the subject to support other colleagues in school.</p> <p>(see training log)</p> <p>Improved subject knowledge of the children has been seen across the curriculum and across school. Evidence of this can be seen in the monitoring of subject leaders including book scrutiny and pupil interview.</p> <p>Children across school covering at least the required elements of the national curriculum. Some areas ie music children in year groups 4, 5 and 6 have started earlier in the curriculum to make up for the gap in learning when changing curriculum. Plan in place to narrow this gap and move to year groups undertaking their year group work over the next years.</p> <p>For 2022/23</p> <p>Continue with quality CPD for all staff including training for phonics, DT, art.</p> <p>Continue to see improved subject knowledge of children. Evidence in monitoring,</p>

<p>For all children with SEND to have the support they require to access the full curriculum.</p>	<p>Training has been provided to both whole staff group and to individuals as required.</p> <p>Zones of Regulation and Sensory training.</p> <p>Team Teach training for ___ staff members</p> <p>ASD support has been provided for all year groups working with staff.</p> <p>Precision Teaching training all staff – use for intervention</p> <p>Lego Therapy training x3 staff members – led to after school provision for 8 children across KS1 and KS2.</p> <p>PD training 4 staff members working with children with this need.</p> <p>3 staff members attending training on supports for children in class.</p> <p>4 staff members attended alphabet arc training.</p> <p>Training has provided staff with the knowledge they require to support children in school.</p> <p>SEMH needs are much better addressed than in previous years.</p> <p>All children with SEND plans have SMART targets reviewed termly over the last year.</p> <p>Support plans have continued to improve this year. SENDCO has given feedback to staff on Support plans to improve targets and provision.</p> <p>Various professionals have been consulted throughout the year:</p> <p>ASD team – supporting all year groups/teachers</p> <p>Cognition and Learning team for assessments ___ children</p> <p>CAMHS - 3 children have been supported in school by CAMHs staff.</p> <p>SALT – 4 children have had support from SALT not included within the SLA purchased</p>

	<p>OT support  2 referrals to NHS OT services  3 referrals for Sensoryworx OT work  Crisis response team 2 children in reference to their behaviour. 1 placement at the WAVES provision.  1 referral to the behaviour panel</p> <p>Recommendations received have been used in support plans. See monitoring of plans.</p> <p>Children have been provided for in class. Adults have been employed to work 1:1 with identified children across school, further TA support has been provided to KS2 classes to improve provision for SEND children.  3 children have had adapted timetables to enable to them to remain in school.  Visuals and resources have been provided for children as required.</p>
<p>For those children who access targeted intervention to have made good progress from their starting points.</p>	<p>The majority of children identified for intervention across school made at least good progress from their starting points – some identified in SEND plans.</p> <p>There were pockets of less success intervention ie Y1 NELI intervention was unable to be delivered.</p>
<p>For children with speech and language difficulties to have access to the speech and language service in school.</p>	<p>SALT services were contracted to school for 2021/22 for a half-day session each week across the year.</p> <p>Sessions were fulfilled for the first half of the autumn term but hit by COVID during autumn 2. The spring term was also affected by staff absence which led to fewer children being seen.</p> <p>After consultation with NHS SALT services contract terminated and refund sought. Priority list of children was compiled and other SALT workers and therapists assigned.</p>

	<p>Two children assigned SALT workers to complete short courses of therapy.</p> <p>One child with specific need identified to senior therapist. School TA continued work daily.</p> <p>SALT contracts not being renewed by NHS for 2022/23 due to lack of staff available.</p> <p>School staff to receive further SALT training to support children across school</p> <p>Children to continue to be referred via NHS services as previously.</p>
<p>To attain improved attendance for all children in school particularly for those identified as disadvantaged.</p>	<p>Attendance has been a priority over 2021/22. Attendance officer has continued to follow up all attendance with first day contact. Regular meetings held between attendance officer and headteacher to monitor attendance.</p> <p>Attendance during 2021/22 continued to be affected by COVID and also the return to families taking holidays after the periods of lockdown. This did affect overall attendance figures.</p> <p>Overall attendance at the end of 2021/22 was 93.5%</p> <p>Attendance of disadvantaged was 93%. The gap between the disadvantaged and all was - 0.5%.</p> <p>Persistent absenteeism ending at 16.9% for all children however for disadvantaged this was 24.6%. This being a significant difference,</p> <p>Attendance will continue to be an area to improve as we move to 2022/23.</p>
<p>For children's wellbeing to have improved.</p>	<p>Mental health first aider in place. Children have received support in school and some have been referred to further services.</p> <p>PHSE lessons across school have been adapted and amended to include areas identified in RSE requirements and the needs of the school community.</p>

	<p>Small group work on emotions and wellbeings have taken place aided by the deputy headteacher. These groups to continue in 2022/23 and children identified through inclusion and pupil progress meetings.</p>
<p>For all children to have access to different experiences as part of their learning.</p>	<p>After school clubs have continued across 2021/22. All clubs to open to all children and free of charge.</p> <p>On average two thirds of disadvantaged children accessed after school clubs each term.</p> <p>Other experiences have been supported across the year to ensure children accessing PP have equal opportunities.</p> <p>3 residential trips have been undertaken and children from Years 2, 3, 5 and 6 have accessed them.</p> <p>Whole school experience of Zoolab funded to enable all children to handle animals in school.</p> <p>Continuing to ensure children have different experiences will continue in 2022/23.</p>