

Pupil premium strategy statement – Yohden Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2022
Statement authorised by	E. Harrison
Pupil premium lead	E. Harrison
Governor / Trustee lead	M. Pearson, A. Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88, 640
Recovery premium funding allocation this academic year	£10 530
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£99,170

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 41% as to is the proportion of children who are identified with special educational needs, 30%. Currently 3 of these children have EHCPs.

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
1	Some vulnerable children have poor attendance and punctuality which impacts upon their learning.
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. These needs affect the children's ability to learn.
3	The progress and attainment in reading for children in Key Stage 1 is not as good as it should be. Outcomes for vulnerable children in year 1 phonics and Key Stage Reading were below national averages for all children.
4	Children entering reception have limited speech and language skills which can impact upon their ability to make progress with their reading and writing. For some children speech and language still affects their learning as they move through school.
5	Children across school still require support to catch up to their year group expectations.
6	Some children may not have had many experiences of the wider world to draw upon or the opportunity to take part in different activities.

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
To improve the attendance of all children in school particularly those identified as disadvantaged.	Attendance officer using clear procedures that are in place to follow up attendance through first day phone calls, letters homes, attendance meetings with head teacher and referrals.

	<p>Children with poor attendance to have been clearly identified and tailored support in place for these families.</p> <p>Absence rate to be no more than 4%.</p> <p>Attendance for vulnerable children to be in line with the attendance of all children.</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 to attain at least the expected standard for reading to have increased.</p>	<p>To purchase the subscription and resources to implement the Little Wandle validated phonics scheme across KS1 and for rapid catch up in KS2.</p>

	<p>For all staff across school to be trained in delivering the Little Wandle scheme.</p> <p>Quality phonics teaching to be in place for all children across EYFS and KS1.</p> <p>Quality keep up intervention sessions to be in place across EYFS, KS1 and into KS2 with identified children.</p> <p>For at least 85% of the Y1 children to have passed the phonics screening check in June 2023.</p> <p>To purchase and implement the Little Wandle approach for Early Reading.</p> <p>All staff to have received training on the Little Wandle Early Reading approach.</p> <p>All children in EYFS, KS1 and KS2 who are receiving phonics teaching to have 3 reading sessions a week using books linked to their phonics phases.</p> <p>For children identified within the bottom 20% of readers to receive individual reading sessions with an adult at least four times a week.</p> <p>All year 2 children to have a dedicated comprehension lesson each week.</p>
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	<p>Whole school reading challenge in place and the number of children reading at home increasing.</p> <p>For at least 80% of the year 2 cohort to have reached at least the expected standard for reading at the end of KS1.</p>
<p>For children who have limited Speech and Language skills to receive relevant intervention work in school.</p>	<p>Staff within EYFS to be trained to identify and deliver quality speech and language intervention to the whole class, small groups and individually as required.</p> <p>SENDCO to attend training around supporting speech and language needs from the SALT service,</p> <p>To purchase resources to support intervention work for speech and language including Blast and Black Sheep resources.</p> <p>An identified member of support staff to deliver targeted speech and language intervention work to children across school, including work identified by the SALT service.</p> <p>Children who required referral to the SALT service to be identified and referred as required.</p>
<p>For children across school to receive the required support to catch up to their year group expectations.</p>	<p>Subject leaders to have adapted schemes of work and medium term planning to address any gaps in learning for different cohorts.</p>

	<p>Further support to be provided to targeted year groups by trained learning support assistants.</p> <p>For children across school to receive targeted tutoring support delivered by our academic mentor. Provision to be reviewed on a half termly basis.</p>
<p>For all children to have access to different experiences as part of their learning.</p>	<p>All children to have the opportunity to access after school clubs.</p> <p>The number of disadvantaged children accessing after school provision to have increased from the previous year.</p> <p>Opportunities to be provided for children to visit, attend and participate in a range of learning experiences both in school and across the area.</p> <p>All children to have shared experiences to draw upon connected to their learning.</p>

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: £45,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	2,3,4
<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>	2, 3, 4,5

<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>1</p>
<p><i>For trained adults to deliver targeted intervention work for speech and language across school.</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 show slightly larger effects for children from disadvantaged backgrounds</p>	<p>4</p>

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide quality catch up tuition in school by an identified adult to help children catch up</i></p> <p>For identified support staff to deliver targeted speech and language intervention. And to purchase targeted intervention resources ie Blast, Black Sheep resources</p> <p>To purchase a Little Wandle resources and training to implement quality catch up /keep up intervention sessions for children across school</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>3, 4, 5</p>

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

Budgeted cost: £21,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 to improve attendance and punctuality</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 informing parents regularly about attendance we aim to raise awareness of the implications of poor attendance and pre-empt possible attendance issues</p>	<p>1</p>
<p><i>To ensure all children have access to online resources:</i></p> <p><i>Numbots</i></p> <p><i>Times Table</i></p> <p><i>Rockstars</i></p> <p><i>Accerated Reader</i></p> <p><i>Sumdog</i></p> <p><i>Disadvantaged children to have the chance to take home a school laptop to help with online learning as required.</i></p>	<p>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.</p>	<p>2,3,4,5</p>

<p>Pupils to access a range of social/cultural/sporting experiences and visits.</p> <p>Resources from the Durham Learning Resources (DLR) to use in school to enhance learning.</p>	<p>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</p>	<p>6</p>

Total budgeted cost: £99,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS					
Group	Percentage				
All children	67%				
Disadvantage	50%				
PHONICS SCREENING					
Group	Percentage				
All children	65%				
Disadvantage	54%				
KEY STAGE 1					
Group	Reading	Writing	Maths		
All children	54% (GD 7%)	46%	54% (GD 4%)		
Disadvantage	56% (GD 11%)	33%	56% (GD 11%)		
KEY STAGE 2					
Group	Reading	Writing	Maths	GPS	RWM combined
All children	86% (GD 10%)	62% (GD 21%)	66% (GD 10%)	83% (GD 17%)	48% (GD 3%)
Disadvantage	92%	54% (GD 8%)	62%	85%	31%