

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	Yarm Primary School
Number of pupils in school	338 + Nursery
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Sept 21
Date on which it will be reviewed	June 2022
Statement authorised by	J.Wood
Pupil premium lead	J.Wood
Governor / Trustee lead	D.Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,000
Recovery premium funding allocation this academic year	£5,075
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	£55,075

Part A: Pupil premium strategy plan

Statement of intent

We aim for all of our pupils to have access to a broad and balanced curriculum, which supports individual success. The impact of Covid is in some cases becoming more evident and as such the short term 'fixes' and long term gains needed are clearer. We aim in this first year to use the Recovery fund, in addition to the Pupil premium fund to address under performance of pupils in a holistic sense, re-establishing strong behaviours for learning while developing actions which when embedded will support the way forward for a wider cohort of pupils. The actions we took during 19/20 at part of 'catch up' has informed our thinking; particularly around the impact of unmet emotional wellbeing needs, along with the EEF toolkits and wider government guidance.

Challenges

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

Challenge number	Detail of challenge
1	Raising attainment & progress in reading.
2	Fewer disadvantaged children achieve greater depth.
3	Levels of progress are being impacted on negatively by an additional need – dual exceptionality.
4	Without good systems in place many pupils would display challenging behaviour/lack of self-regulation & motivation for learning
5	High levels of anxiety (sometimes linked to the episodic nature of school due to Covid) which are providing obstacles to accessing the curriculum and creating issues with mental health/wellbeing.
6	Access to curriculum enhancement may be hampered by financial constraints.

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
Anxiety is better managed/supported; the curriculum accessed and mental health/wellbeing improves	Pupils have strategies and programmes to call upon to support them moving forward which become less dependent upon adults and interventions.
Additional needs are better understood and are being addressed more successfully.	School resources are better managed so that access to services e.g. EP can impact positively on more pupils. Due to a tiered system around assessment, more children will have access to a specialist teacher who will advise on strategies. There will be greater precision in what is being offered; which is evidenced as having impact.
Attainment & progress in Reading is raised.	Pupils are better able to access DEaR time, in addition to the other opportunities to develop great reading skills, and learn from them in line with their peers. Adult intervention is refined and having impact. Attainment & progress is raised.
Behaviours for learning improves.	Pupils are able to take all opportunities positively and exhibit the strong behaviours for learning that were previously typical. The impact on stamina and focus.
More disadvantaged children achieve greater depth.	Raised ambition through the segmentation process, to have enhanced mission critical group for PP cohort. Definition of what capable and confident pupils have to do to be high fliers is well understood and actions identified. More of the cohort achieve at the higher level.
Children experience a wider range of curriculum enhancement.	Children have access to the core offer of visits etc. and also attend residential experiences, access music lessons and attend free clubs. Registers kept and parents/pupils encouraged to take up the offer.

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.

A Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22812

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead to develop approach to DEaR time to promote raised standards. Linked to tutoring in Term 3 of Y5 cohort.	Open University and EEF toolkit provide a reference around the potential impact of Reading interventions. Internal Enquiry and research in 20/21 gives us an accurate starting point.	1,2
A cohort of TA staff using some of their time to continue to develop relationships with parents/carers – as in lockdown – to provide an interface which is supporting effective problem solving and improved attendance and commitment to school. Alongside the work around delivering, assessing and monitoring interventions including precision teaching.	The impact we see is that children experience a more positive view of school and the links across settings become stronger. This supports improving behaviours for learning. Staff also report on the interventions they are delivering. The increased use of precision teaching – with staff training ongoing is already proving effective.	1,4,5

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

Budgeted cost: £7413

Activity	Evidence that supports this approach	Challenge number(s) addressed
A more precise approach to DEaR time, with all staff understanding their enhanced roles. .	Open University studies evidence the power of a DEaR time approach, linking this with the English lead driving a more robust strategy in school will support the reading for pleasure strand in an authentic way. Involving all staff will allow for children to be involved in an approach which focuses on vocabulary - developing vocabulary helps to diminish the word gap for disadvantaged pupils supporting comprehension. There will be impact on pupil attainment.	1,2,4,5
School led tutoring	The initial cohort will focus on 13 pupils with reference to the EEF toolkit – metacognition & feedback. With a further cohort of EAL pupils working on oral language intervention. A second cohort will focus on the cohort who have missed the most in school due to isolation, and will work on Reading comprehension strategies, as outlined in the EEF toolkit.	1,5
Access to specialist teachers to assess and recommend strategies.	With the disappearance of the tier of LA specialist teachers, the demand on EP time to assess children has risen. By reinstating this layer of expertise, staff can have practical reports, parents can be reassured and EP time can be targeted in a more appropriate way. We have worked with the professionals involved previously and increasing this engagement will support us in assessing the needs of more pupils and ultimately meeting these needs better.	4,5

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

Budgeted cost: £24850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school counsellor to work with pupils and parents.	Extremely high demand for counsellor during lockdowns (we maintained a remote offer) and positive evaluation of impact demonstrates the value of this provision. The community is familiar with the service and there is a high level of trust. Due to the high level of need, by increasing capacity (50 hours) through the recovery fund, our waiting list can be managed in a timely manner; particularly for the Y6 cohort.	3,4,5
Adding to the Tier 2 level of emotional wellbeing support through music and play therapy type approaches.	We have referenced the government resources around mental health and wellbeing and added to our mental health offer. Tier 1 an enhanced classroom offer based on a relational approach, with TAs having a raised profile in communicating with parents. Tier 2 includes a TA offering a 'safe space' to access weekly play therapy type activities (also acting as a way to manage the waiting list for the school counsellor) and a music teacher who has trained through The Sage to use a therapeutic approach using music.	3,4,5
This now means that we have the potential to work with 36 pupils at any one time in a structured way around their emotional well-being.		
Access to breakfast club – positive start to the day and support punctuality and attendance.	We have found that during lockdown, a large number of the PP cohort attending school (from 8.30am) got in to a good routine at being in school on time when a breakfast was offered. We run a breakfast club which is charged for – from 7.45am – we are therefore offering free breakfast clubs to encourage the same commitment and punctuality we have seen in the recent past.	3,4,5
Some pupils have high anxiety around entering school and we have a range of support around separation anxiety and sensory routines.	These routines require high levels of adult support and resources which we are adding to as we have an increasing cohort in KS1 who are accessing this. Sensory routines are well understood across school and following the episodic nature of school and staggered opening we are re-establishing these as a positive approach to preparing children for the academic 'hit' as they start	3,4,5

	school. Some children (although a much smaller number) also require an exit routine at the end of the day.	
Support for school trips access to highly subsidised residential visits	We have a long history of residential experiences from Y2 – Y6 and as we reinstate these following the lockdowns we want to make sure we have the same high uptake as previously. The approach of discussing on an individual basis what support is needed has been successful in the past. We value these experiences in many ways; especially around the personal development of our young people.	3,4,6
Support for enrichment – access to free clubs and music lessons in KS2.	Music lessons are very popular in the school and we remove the financial barrier by offering free lessons from the external provider for all in KS2. As after school clubs are being reintroduced these will be free for the cohort. A wide range of lunchtime clubs are also available – attendance is encouraged and recorded – part of our drive to foster cultural capital within our wider offer.	3,4,6

Total budgeted cost: £ 55075

A	Training – 3000 TA - 16000 Resources - 3812	22812	C Counselling - 8000 Top up – 2250 TA safe space work- 6400	24850
B	Support development of effective DEaR time - 2000 School led tutoring 1 - 1013 School led tutoring 2 (resources) - 3000 Specialist teachers - 1400	7413	Therapeutic music - 3200 Sensory routines - 3000 Resources - 2000	
Total				£55,075

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.

We recognise there has been impact on learning, with the cohort making the progress in broad terms in line with the rest of the pupils in school. Attendance in school during lockdowns was seen as an accelerator of progress for some, which was particularly the case when engagement in the remote offer was limited. Transition back in to school was generally positive and attendance has been good – and in line with non PP.

Recovery funding

Our allocation is **£5,075**

£1013	£4051 - £3038	For tutor programme 'top up'	Impact on 16 pupils
£2250	£45 x 50 hours	50 additional hours for school counsellor	Impact on 5 pupils
£1400	£350 per person per day (£350 x 4)	Specialist teachers assessments 4 days (3 pupils per day)	Impact on 12 pupils
£412	£412	Supplements to school resource around sensory routines	Impact on 10 pupils

- The Tutor programme 'top up' enables 16 pupils to access the programme; including vulnerable groups (EAL/LAC).
- Following the reduction in hours of our school counsellor (from the doubling of hours during the period of 'catch up' funding in 20/21) we are experiencing a higher demand for emotional wellbeing services for our pupils across school. This additional allocation will allow us to work with a minimum of 5 more pupils on the waiting list and release capacity in the 'in house' offer. (We are currently working in a therapeutic way with 28 pupils in school – this would increase the capacity to 33 – approx. 10% of the school population).
- Identifying the precise needs of pupils allows us to better meet need. Due to very minimal engagement with our EP services over the protracted period of lockdown we have a 'backlog'. The provision is focussed on the most complex pupils, with the cohort of 'lesser' need presenting challenges around accurate identification of need. Using specialist teachers to assess pupils allows us to better address the needs of this group. We allocate some sessions in the school year, this additional funding will effectively double this – allowing for a further 12 of the cohort to be 'seen.'
- We have an increasing number of pupils who have anxiety around coming to school – this is mainly around separation at the start of the day. Increasing the resources we have to support sensory and transition routines will better support this cohort as they make the transition from home to school to learning in the classroom. This currently involves cohort of 8 pupils however, this is increasing as need becomes more evident.