

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	330
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
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	£33,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,350

## 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. We intend to address under performance of pupils in a holistic sense, supporting strong behaviours for learning while developing actions which when embedded will support the way forward for a wider cohort of pupils. The actions we have taken in past years continue to inform our thinking; particularly around the impact of unmet emotional wellbeing needs, along with the EEF toolkits, training with Mark Rowland 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	'Spikey' engagement and some insecure positive behaviours for learning (links to communication & interaction).
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 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 English is raised (linked to the focus on C&I).	Pupils are better able to access intended learning opportunities. Adult intervention is refined and having impact. Attainment & progress is raised.
Behaviours for learning improve.	Pupils are able to take all opportunities positively and exhibit the strong behaviours for learning that are more typical across peers. Resilience and self-regulation are developed and sustained.
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 highfliers 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A cohort of TA staff using training to develop and deliver sensory support, including a daily routine for some pupils. Alongside the work around delivering, assessing and monitoring interventions including precision teaching.	The impact we see is that children benefit from a daily routine to provide an interface between separation from parents and the cognitive demand in the classroom. This supports improving behaviours for learning. On an individual basis, children have bespoke inputs which help to address obstacles to engagement in learning. Staff also report on the interventions they are delivering. The increased use of precision teaching – with staff training ongoing is proving effective.	1,4,5

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

Budgeted cost: £3,000

Access to specialist teachers to assess and recommend strategies.	We have reviewed this and are using specialism to support self-esteem and confidence to raise children's views of themselves as learners. They will also experience enrichment and broadening of the curriculum. Providing something to talk about which is outside of the main classroom activity gives some children greater opportunity to communicate and develop greater reciprocity.	4,5
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Support from trusted trained staff to develop and apply more consistently positive behaviours for learning; with a specific focus on less structured times with peers, when there can be challenges around resilience, self-regulation and appropriate responses (within the school's expectations).	Staff have continuity with the children across the day including lunchtimes, and can provide context for actions and needs (identifying triggers and needs more accurately). Children feel the support of this relational approach and the value of the behaviours for learning can be modelled consistently. Positives can be brought into the classroom and reflected on through social stories and during circle time etc.	
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### C Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,350

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 has continued, the community is familiar with the service and there is a high level of trust. Due to the high level of need, by sustaining capacity (5 hours per week) our waiting list can be more appropriately managed by intending to offer a triage strand.	3,4,5
Adding to the Tier 2 level of emotional wellbeing support through play therapy type approach.	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). This is increasing capacity by 75%.	3,4,5
Access to breakfast club – positive start to the day and support punctuality and attendance.	We run a breakfast club which is charged for – from 7.45am – we are therefore offering free breakfast clubs to encourage a strong commitment and punctuality – and to support strong attendance.	3,4,5

Support for school trips access to highly subsidised residential visits	We have a long history of residential experiences from Y2 – Y6 and 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: £ 33,350**

<b>A</b>	Training – 500 Development and implementation of sensory outcomes - 3000 Resources - 1500	5000	<b>C</b> Counselling – 8000 Development of SEMH offer to build capacity - 6000 Resources – breakfast club/enrichment/subsidised trips – 10,350	24,350
<b>B</b>	Support development of communication & Interaction – 1500 Development of behaviours for learning during less structured times - 1000 Specialist teachers (sport, creative, music) - 1500	3000		
Total				£33,350

## 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 2022 to 2023 academic year.

We recognise there has been impact on learning, with the cohort making progress in broad terms in line with the rest of the pupils in school. However, those children with dual exceptionality (in this case 38% of the cohort) overall made less progress. There was impact on Reading specifically, which we will continue to work on to secure and sustain.

58% of the cohort attended the residential experiences offered in KS2. The feedback was wholly positive.

62% of the cohort attended clubs, which were mostly positive. We have reflected on feedback to develop the offer as the year progresses.

46% accessed support around emotional wellbeing – which for most pupils was over a sustained period of at least 2 terms. The feedback from pupils and parents was significantly positive. The majority of the cohort are now able to access the universal Tier 1 offer; a small group had a short 'clinical break' and will resume support as part of a strategic plan.

15% of the cohort accessed tutoring.

Of the Y6 cohort – 25% of the whole PP group - 29% had EHCP's (57% dual exceptionality – SEND)

KS2 outcomes for the group - (29% disapplied)

- 43% achieved the standard in Maths with 14% GDS
- 43% achieved the standard in Reading with 14% GDS
- 57% achieved the standard in GPS with 29% at GDS
- 43% achieved the standard in Writing





