

Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	Yarm Primary				
Academic Year	20/21	Total PP budget	£40,460	Date of most recent PP Review	Oct 20
Total number of pupils	32	Number of pupils eligible for PP Ever 6	24	Date for next internal review of this strategy	Dec 20

2. Current achievement			
End of KS2 pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving ARE +/- GD in reading	86	29	
% achieving ARE +/- GD in writing	85	14	
% achieving ARE +/- GD in maths	71	43	
% achieving ARE+/- GD in reading, writing & maths combined	57	14	
% making at least expected progress in reading	86		
% making at least expected progress in writing	57		
% making at least expected progress in maths	71		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	High levels of anxiety which are providing obstacles to accessing the curriculum and creating issues with mental health/wellbeing.
B.	Levels of progress are being impacted on negatively by an additional need.
C.	Raising attainment & progress in reading.
D.	Without good systems in place many pupils would display challenging behaviour/lack of motivation for learning
E.	Fewer disadvantaged children achieve greater depth.
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Access to curriculum enhancement may be hampered by financial constraints.

5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Anxiety is better managed/supported; the curriculum accessed and mental health/wellbeing	
B.	Additional needs are better understood and are being addressed more successfully.	
C.	Attainment & progress in Reading is raised.	
D.	Behaviours for learning improves.	
E.	More disadvantaged children achieve greater depth.	
F.	Children experience a wider range of curriculum enhancement.	

6. Planned expenditure					
Academic year		2020/21 £40,460			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C.Attainment & progress in Reading is raised.	Use of appropriate resources, including personnel – to support a bespoke offer to help close gaps and secure progress. CPD for staff re vocabulary development	Effectiveness of Interventions, to support QFT. Skilled staff to support and challenge. Developing vocabulary helps to diminish the word gap for disadvantaged pupils supporting comprehension	Monitoring through pupil progress protocols.	VH	In line with whole school protocols.
			Intervention team provision map over time.	VH	In line with whole school protocols.

E. More disadvantaged children achieve greater depth.	Specific focus for support in lessons- TA/CT HA focus groups- Spring Summer	Increased feedback given to enhance learning Focused groups targeting greater depth	Monitoring through triangulation and walkthroughs	SLT	In line with whole school protocols.
D. Behaviours for learning improve.	Support in lessons to access QFT.	To move away from learned dependence and support the development of greater independence. Staff to model and teach strategies.	Observations and progress data.	SLT	Termly focus within triangulation activity
	CPD for TAs- supporting independence/ collaboration- BLP	Clear language for behaviour supports discussion and reflection about behaviours. Rewards tightly linked to behaviours for reinforcement.	Monitoring through triangulation and walkthroughs	JW	Jan 20

Total budgeted cost £20,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved mental health.	Therapeutic work	Access to therapeutic support at low and higher levels to support improving mental health & wellbeing.	Monthly reports from service. Feedback from parents/child/class teacher.	JW	Half termly when we review the cohort clinically.
F. Greater access to the curriculum.	Therapeutic work	Children's high levels of anxiety can be an obstacle to learning. Providing strategies can support children in accessing lessons and building resilience over time.	Through ½ termly mechanisms, the impact will be evidenced.	JW	Half termly when we review the cohort's progress.
SALT needs being met.	SALT	Impact of speech or language deficits on learning to be mitigated.	SENCo to receive reports and meet to plan provision.	SENCo	Termly when we review the cohort's progress and with reference to externally produced reports.

B.EP support to ensure profile is understood...	EP	EP to provide guidance and evidence around appropriate support and resource.	Feedback is seen to be making an impact in class and in supporting outcomes with HNF as appropriate.	SENCo	Following EP recommendations are made.
B.Support across transitions and to support continued learning across the summer break.	Summer School	Enhanced transition and continued learning support to secure effective	Feedback from children & parents. Effective transition with minimised interruption to learning in September.	SENCo	September 20.
Total budgeted cost					£14,560
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children experience a wider range of curriculum enhancement.	Support for parents for children to access residential/trips. Provision for clothing. Access to music tuition.	Children to access a range of activities to enhance their learning.	Children to access the experiences in line with none dp peers.	JB	Jan 20
Total budgeted cost					£5,900
Total fund					£40,460

Review

Y6 28%	Therapeutic intervention access to Summer school. Support around behaviours for learning. Support with trips & clothing. Academic Interventions	Y4 19%	Academic interventions. Support with trips & clothing. Therapeutic intervention accessed.
Y5 38%	SALT & EP. Access to Summer School. Support around behaviours for learning. Support with trips. Therapeutic support. Academic interventions. Access to summer school. Music support Therapeutic intervention	Y3 8%	Academic interventions. SALT & EP. Access to Summer School. Access to music lessons
Attainment & progress in Reading is raised.		This reflected a whole school improvement, especially in upper school. Progress in Reading is now much stronger than Writing, which must be our next focus. We generally found that the impact of home learning was greater in a negative way on Writing than Reading. Materials were provided in a variety of ways for vulnerable cohorts.	
More disadvantaged children achieve greater depth.		Maths showed the most positive picture, with Writing again immersing as the area where more focus is needed.	
Behaviours for learning improve.		Reintegration into school showed the strength of the existing bfl – with the exception of stamina, which was built on, especially in Writing.	
Improved mental health.		We increased the capacity to meet children’s emotional wellbeing (with a maximum of 36 pupils per week able to access some level of therapeutic work).	
Greater access to the curriculum.		The therapeutic work on offer and a ‘concentrated curriculum’ helped with transition back into school, however, we are aware that we have not seen the full impact yet...The social and academic deficits would seem to be in lower school...	

SALT needs being met.	Due to the pandemic direct work was very limited; however, we did access some training which supported plans to move forward.
EP support to ensure profile is understood...	Due to the pandemic direct work was limited, but planning meetings and some training were on offer and did impact on staff awareness. The use of the Trust SEMH panel also fed in to this work.
Support across transitions and to support continued learning across the summer break.	This was directed by the pandemic and restrictions, however the protocols, risk assessments, communications with parents were enhanced and did continue across the summer. Transition back in to school in September was largely positive.
Children experience a wider range of curriculum enhancement.	Deposits and plans were made for trips, however these had to be rescheduled due to the pandemic. Internally year groups enhanced their lunchtime offers for clubs. This will be developed into the new year with each year group having access to lunchtime and 2 free after school clubs across the year.