

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|-----------|---|--------|---|----------------|
| School | Yeoford | | | | |
| Academic Year | 2021 - 22 | Total PP budget | £8.070 | Date of most recent PP Review | September 2021 |
| Total number of pupils | 66 | Number of pupils eligible for PP | 6 | Date for next internal review of this strategy | September 2022 |
| | | LAC | 0 | | |
| | | Services | 0 | | |

| 2. Attainment 2021 (Based on Y6 results) | | |
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| <i>Yeoford's figures for pupils eligible for PP – Based on teacher assessment as there were no SATs due to COVID 19 pandemic</i> | | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expectations in reading | | No data due to COVID 19 pandemic |
| % achieving expectation in writing | | No data due to COVID 19 pandemic |
| % achieving expectation in maths | | No data due to COVID 19 pandemic |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | Some pupil premium children are achieving below the national average in Reading and Writing | |
| B. | Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| C. | Some pupil premium pupils have SEMH needs which can impact on their progress | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils eligible for PP to be achieving in line with national average in Reading and writing | <ul style="list-style-type: none">• Pupils eligible for PP to attain EXS in line with non-eligible peers in reading across the school• The progress of eligible pupils in reading is at least in line with National at the end of KS2• Pupils identified as prior higher attaining are identified and targeted for GDS |

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| | | <ul style="list-style-type: none"> • Eligible pupils to achieve RWM combined at least in line with Nationals • Lead indicators are monitored and acted upon weekly |
| B. | Pupils receiving PP will make good progress with additional COVID19 recovery curriculum | <ul style="list-style-type: none"> • Pupils will access a recovery curriculum • Additional provision will be accessed via Quality First Teaching |
| C. | Pupils eligible for PP have access to SEMH support through the Inclusion Hub | <ul style="list-style-type: none"> • Pupils will be identified through Boxall profiling who need SEMH support. • Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |

5. Planned expenditure

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? |
|--|---|---|--|--|--------------------------------------|
| Improved attainment in reading and writing at the end of KS2 | <p>Staff articulate and model metacognitive thinking. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.</p> <p>Hubs; Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p> | <p>EEF Report - METACOGNITION AND SELF-REGULATED LEARNING say</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of 'thinking about thinking', teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils' metacognition.</p> <p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>a curriculum that is ambitious for all pupils; a curriculum that is coherently planned and sequenced;</p> | <p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p> | <p>Teaching staff and senior leadership</p> <p>Subject Leaders</p> | Termly |

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| | | <p>a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities; a curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p> | | | |
| Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic | <p>Personalised learning</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Specific provision map for pupil's impacted by missed learning</p> <p>Mental and well-being support</p> | <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.¹¹ Mar 2015</p> | <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p> | | Half termly |

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? |
|---|---|--|---|--|---|
| Improved attainment in reading and writing at the end of KS2 | <p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT teaching CPD</p> | <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... an expectation that pupils will accept responsibility for their own</p> | <p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> | <p>Teaching staff and senior leadership</p> <p>Subject Leaders</p> | Termly |

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| | | learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress? | | |
| Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic | <p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Power of 2 – Key Skills</p> <p>Magenta Principles</p> <p>Embedding maths scheme</p> | <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015</p> | <p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p> | <p>Teaching staff and senior leadership</p> <p>Subject Leaders</p> | Half-termly |
| Total budgeted cost | | | | | Staffing: £2,521.88 Resources: £840.63 |
| 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? |
|---|--|--|--|--|--|
| Pupils eligible for PP will have access to SEMH support through the Inclusion Hub | <p>Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)</p> | Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | <p>IIH Manager</p> <p>Academy Head</p> | Termly |
| <p>Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance</p> <p>IIH Budget</p> <p>Total budgeted cost</p> | | | | | <p>£3,362.50</p> <p>£6725.00</p> |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| ii. Targeted Support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| 7. Additional detail | |
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| <p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p> | |