

# Yealmpton Primary School

## Pupil Premium 3-year Strategy

### 2021-2024

**Academic Year 2021-2022**



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

## 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	Yealmpton Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	17.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Rob Pepper
Pupil premium lead	Rob Pepper
Governor / Trustee lead	Emily Street

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,900
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,444
<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	£57,694

# Part A: Pupil premium strategy plan

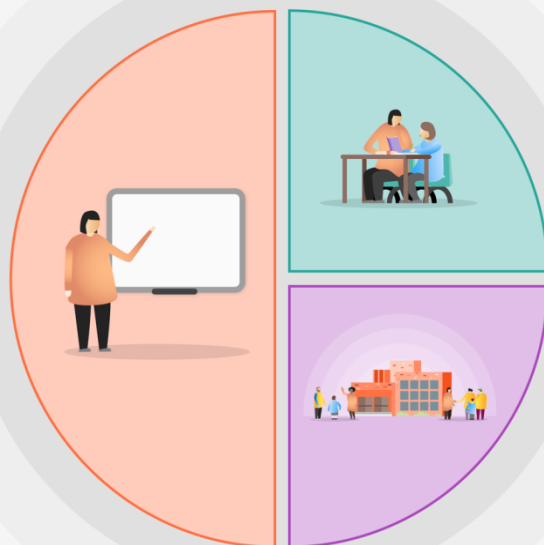
At Yealmpton Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

The key principles of our strategy plan are:

## 1 Teaching

- Quality First Teaching:
  - Improve high quality teaching for all pupils through quality professional development on curriculum delivery.
  - Professional development for staff on teaching principles aligned to WeST and Rosenshine.
  - Professional development of staff on effective retrieval approaches, overlearning of key concepts, components and composites.
  - Core curriculum development – Phonics into early reading, Writing, Oracy. Maths.
  - Development of knowledge and skills in History & Geography.
  - Prof. development to improve provision for meeting the needs of all children.



## 2 Targeted academic support

Evidence based interventions for targeted support. Speech and language, communication and interaction support. Phonics and early reading targeted support, Writing conferencing and grammar support Maths number support.

## 3 Wider strategies

Boxall support. Access to the full curriculum, Wild Tribe, Arena sport. Wide breadth of extra-curricular activities. MAST supervision. Babcock access and support.

## Statement of Intent

### Challenges

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

Challenge number	Detail of challenge
1	Disruption to school life during the global pandemic (attendance, face-to-face education).
2	Phonics and early reading
3	Writing stamina
4	Retention and embedding of knowledge
5	Social and emotional interaction, understanding and self-regulation of emotions.

### 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
Quality of curriculum and curriculum delivery improves	Yealmpton Primary School curriculum is logically and coherently sequenced to create knowledgeable thinkers. Consistency in curriculum delivery across the school and across the curriculum. Teachers have a secure understanding of how children learn. Teachers feel confident in mastery curriculum delivery.
Children are ready to learn	Attendance figures are above the national average. School environment is safe, calm, orderly and positive. Children are engaged and motivated to learn. Children are able to regulate and respond to their emotional wellbeing.

Children's potential to perform improves	<p>Read Write Maths ARE and GD improve above the national expectation and within the top 20% of schools nationally.</p> <p>Progress from start points improves for all groups of children.</p> <p>Children secure knowledge to their long-term memory.</p> <p>Children understand what learning looks like at YPS.</p> <p>Children understand, apply and retrieve knowledge across the curriculum.</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: £4114

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teachers on what they teach and how they teach it.	<p>EEF Feedback +8</p> <p>EEF Metacognition +7</p> <p>EEF Individualised instruction +3</p> <p>EEF Collaborative learning +5</p>	<p>1</p> <p>2</p> <p>3</p>
Intrinsic coaching for Early Reading.	<p>EEF Early intervention +5</p> <p>EEF Phonics +4</p> <p>Ofsted Reading Framework July 2021</p> <p>Read Write Inc</p>	<p>1</p> <p>2</p>
Professional development on school teaching principles, aligned to Rosenshine	<p>EEF Feedback +8</p> <p>EEF Metacognition +7</p> <p>EEF Individualised instruction +3</p> <p>EEF Collaborative learning +5</p>	<p>1</p> <p>2</p> <p>3</p>
Development of the Curriculum in History and Geography – acquisition of knowledge to long term memory	<p>EEF Feedback +8</p> <p>EEF Metacognition +7</p> <p>EEF Collaborative learning +5</p> <p>Daniel Willingham</p>	<p>1</p> <p>4</p>
Babcock team whole school Autism Education training	<p>Metacognition and self-regulation +7</p> <p>Social and emotional learning +4</p>	<p>4</p> <p>5</p>

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

Budgeted cost: £51798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading and phonics targeted support	EEF Early intervention +5 EEF Phonics +4 Ofsted Reading Framework July 2021 Read Write Inc	2
Mark analysis of English and Maths intervention	EEF Small group tuition +4 1-1 tuition +5	2 3
Writing targeted support	EEF Small group tuition +4	3
Maths Fluency targeted support	EEF Small group tuition +4	4
Early identification of Speech and Language needs and intervention	EEF Early Years Communication and Language Approaches Intervention +6	5

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

Budgeted cost: £1782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall support	Metacognition and self-regulation +7 Social and emotional learning +4	4 5
Babcock EP and C and I team support	Metacognition and self-regulation +7 Social and emotional learning +4	4 5
Nurture provision Sensory room and tent	Behaviour intervention +3 Metacognition and self-regulation +7	5
ACES Early Childhood Trauma practice used in targeted support	Social and emotional learning +4 Metacognition and self-regulation +7	5
Lego Therapy	Social and emotional learning +4 Metacognition and self-regulation +7	5

**Total budgeted cost: £57,694**

## 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.

Access to remote education through provision of digital equipment to all.  
 High overall attendance at onsite school education during the lockdown periods.  
 Overall school attendance for 2020-21 was 95.87%.  
 Attendance for disadvantaged children for 2020-21 was 94.34%.  
 Families and children supported through the global pandemic through daily contact with the school team and appropriate outside agencies.  
 Recovery curriculum written each term to respond to children's needs during the pandemic.  
 New behaviour approach implemented across the school to promote positive behaviour, consistency and equality. Children are able to understand and begin to regulate their emotions.  
 Boxall training introduced to achieve social and emotional aptitudes.  
 Development of first quality teaching and learning when the children were in school.  
 Catch up intervention used, following effective diagnostic assessment, to close the gap.

#### Whole School Groups Summer 2021 (% at or exceeding the expected standard)

Subject	Full cohort	PP	Non PP	Boys	Girls	SEND	Non-SEND
Reading	73%	56%	79%	66%	81%	35%	79%
Writing	46%	26%	51%	46%	46%	18%	49%
Maths	69%	47%	75%	71%	66%	24%	75%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

Covid recovery plan supported the Pupil Premium Strategy during the academic year 2020-2021

Recovery curriculum written each term to respond to children's needs during the pandemic