

Yealmpton Primary School

Pupil Premium 3-year Strategy

2022-2025

Academic Year 2024-2025



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 for the 2023 to 2024 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	171
Proportion (%) of pupil premium eligible pupils	30 - 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	October 2024
Date it has been reviewed	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Julie Tomkins/Mark Mitchell
Pupil premium lead	Julie Tomkins/Mark Mitchell
Governor / Trustee lead	Sue Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,517
Recovery premium funding allocation this academic year	£4,458
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	£52,975

Part A: Pupil premium strategy plan

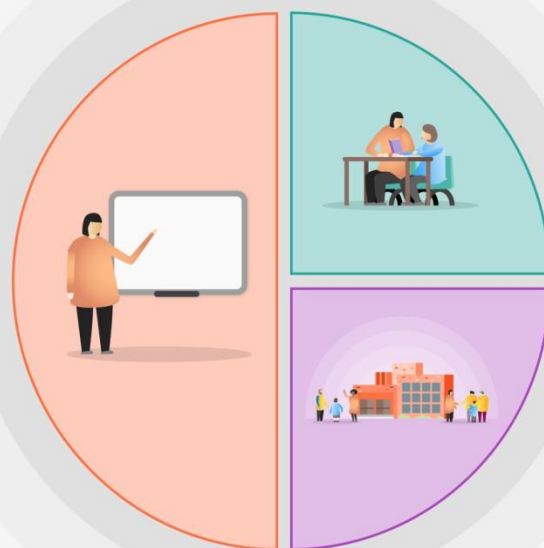
At Yealmpton Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged 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, Opening Worlds. Maths. SMSC, Assessment.
 - Development of knowledge and skills in wider curriculum.
 - 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. Lego therapy, Funfit,

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	<p>2023-2024 Attendance Whole school – 95.07% (National 92.8%) FSM 89.12% (National 88.9%) Non-FSM 96.31% (National 94.2%) Persistent absenteeism 10.11% (National Overall School 20.7%) (National state funded primary schools 15.2%) Girls 94.97% (National 92.7%), Boys 96.03% (National 92.9%) School attendance – 2022/3 – 95.4% Attendance for disadvantaged children – 202324 – 92.6%</p> <p>Our attendance data for over the last year indicates that attendance among disadvantaged children was lower than non-disadvantaged children. Absenteeism is negatively impacting on disadvantaged children’s progress and success within the curriculum.</p>
2	<p>Phonics and early reading</p> <p>Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with mastering phonics early on than their peers. This negatively impacts their development as readers, particularly as they enter the KS2 reading curriculum</p>
3	<p>Writing</p> <p>Assessments, observations and discussions with children suggest that disadvantaged children experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across the curriculum.</p>
4	<p>Mathematics</p> <p>Assessments, observations, and discussions with children indicate poor fluency knowledge and skills in maths which is more prevalent among our disadvantaged than their peers. This is proving to be a barrier to further maths success across the breadth of the full maths curriculum.</p>
5	<p>Social and emotional interaction, understanding and self-regulation of emotions.</p> <p>Observations, behaviour information and discussions indicate that many disadvantaged children, particularly those who have experienced early childhood trauma, experience difficulty with forming trusted relationships and fully understanding social interactions in the social world. This negatively impacts of their mental health and wellbeing which has a knock on to their school success.</p>

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
Achieve and sustain improved attendance for children, particularly the disadvantaged group.	Sustained high attendance from 2022- 2025 for all children to be 97% or above and the gap between non-disadvantaged and disadvantaged reduces significantly. The % of PA children reduces.
Improved reading attainment among disadvantaged children.	Improved attainment in Early Reading for Disadvantaged children so they narrow the gap with their peers
Improved writing transcription fluency knowledge and skills among disadvantaged children to improve overall writing achievement in the curriculum.	Assessments, observations and discussions with children indicate significant improvement in writing transcription knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.
Improved maths fluency knowledge and skills among disadvantaged children to improve overall maths achievement in the curriculum.	Assessments, observations and discussions with children indicate significant improvement in maths fluency knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.
Disadvantaged children build trusted relationships with key adults and children within the school which supports their social interactions, resulting in improved mental health and wellbeing.	Emotionally Available Adults (EAA) within the school support the children's 'thinking brain' and vocabulary understanding to be able to regulate emotions through social skills training, resulting in a reduction in behaviours incidents.

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: £3934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train staff and implement RWI phonics programme	EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework	2
RWI lead to provide coaching to staff with the curriculum delivery of RWI on a weekly basis.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework.	2
Provide teaching with planning coaching support and training on effective modelling of writing in the curriculum sequence.	The EEF Toolkit and the EEF 'Professional Development' guidance report. The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'	3
Provide staff with training on rigorous and well-planned reading and writing curriculum content across the whole school	The EEF Toolkit and the EEF 'Professional Development' guidance report. Simple view of writing document.	3
Purchase high quality text to support the writing curriculum.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'.	3
Maths team to review and develop maths fluency.	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	4
Renew Widgit to support adaptive teaching.	EEF 'Special Educational Needs in Mainstream' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	2 3 4
Professional development on school teaching principles, aligned to Rosenshine	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	2 3 4

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

Budgeted cost: £42,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching assistant support to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2.	EEF 'Selecting Interventions'. DfE Reading Framework. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	2
TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency.	EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework.	2
Teaching support to provide targeted Writing and GAPS intervention each week.	EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	3
Teaching support to provide targeted maths fluency intervention each week.	EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	4
Learning mentor to provide specialist wellbeing support to improve access to and engagement with learning.	EEF 'Selecting Interventions'. EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'	5
Early identification of Speech and Language needs and intervention	EEF Early Years Communication and Language Approaches Intervention	5

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

Budgeted cost: £1684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of WeST EWO to support attendance – working together with families	DfE –Working together to improve school attendance DfE – Summary of responsibilities where a mental health issue is affecting attendance DCC – Reduced timetable guidance for schools in Devon	1
Boxall support	EEF - Metacognition and self-regulation EEF - Social and emotional learning	5
Nurture provision Sensory room and tent	EEF - Behaviour intervention EEF-Metacognition and self-regulation	5
ACES Early Childhood Trauma practice used in targeted support	EEF - Social and emotional learning EEF - Metacognition and self-regulation	5
Lego Therapy	EEF - Social and emotional learning EEF - Metacognition and self-regulation	5

Total budgeted cost: £48,551

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.

School attendance – 2023/4 – 95.07%

Attendance for disadvantaged children – 2023/24 – 89.12.6%

Overall school attendance for 2022-23 was 95.40%.

Behaviour approach embedded across the school to promote positive behaviour, consistency and equality. Children are able to understand and regulate their emotions.

Boxall training further developed to achieve social and emotional aptitudes.

Development of first-quality teaching and learning in school.

Catch up intervention used, following effective diagnostic assessment, to close the gap.

Subject	Full cohort	PP	SEND
Reading			
Y6	22/30 73%	3/7 43%	1/3 33%
Y5	19/20 95%	7/9 78%	2/3 66%
Y4	25/29 86%	3/3 100%	6/8 75%
Y3	20/21 95%	$\frac{3}{4}$ 75%	2/3 66%
Y2	23/28 82%	5/5 100%	1/4 25%
Y1	20/27 74%	$\frac{1}{4}$ 25%	0/3 0%
EYFS	21/25 84%	2/3 67%	2/4 50%
Writing			
Y6	23/30 77 %	3/7 43%	1/3 33%
Y5	15/20 75%	5/9 56%	1/3 33%
Y4	18/29 63%	2/3 67%	3/8 37%
Y3	14/21 67%	2/4 50%	1/3 33%
Y2	21/28 75%	3/5 60%	1/4 25%
Y1	20/27 74%	1/4 25%	0/3 0%
EYFS	20/25 80%	2/3 67%	2/4 50%
Maths			
Y6	21/30 70%	2/7 29%	0/3 0%
Y5	/20 %	8/9 89%	2/3 66%
Y4	/29 %	3/3 100%	5/8 62%
Y3	/21 %	$\frac{3}{4}$ 75%	1/3 33%
Y2	21/28 75%	3/5 60%	1/4 25%
Y1	/27 %	2/4 50%	0/3 0%
EYFS	20/25 80%	2/3 67%	2/4 50%

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