

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	Yardley Hastings
Number of pupils in school	103 (112 inc Nursery)
Proportion (%) of pupil premium eligible pupils	7% (7 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Louise Brown
Pupil premium lead	Andy Baker
Governor / Trustee lead	Rob Mackenzie-Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,035
Recovery premium funding allocation this academic year	£2000
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	£9,035

Part A: Pupil premium strategy plan

Statement of intent

At Yardley Hastings Primary School we use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to reach their full potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged pupils.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality CPD to ensure that all pupils have access to effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning. This could include small group work or 1:1 support.
- Target funding to ensure that all pupils have access to trips, residential and other first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

The above strategies will change and develop based on the needs of individuals.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify what specific intervention and support is needed for individual pupils and this will be reviewed termly at pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Vocabulary
3	Social, emotional and mental health
4	Attendance

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
Reading, writing and maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the phonics check.
Attendance	Ensure that attendance of disadvantaged pupils is at least 96%

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

Budgeted cost: £3,231.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Promise.</p> <ul style="list-style-type: none"> Targeted questioning during input Over the shoulder feedback marking Vocabulary support Pupil Premium vocabulary book. 	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2
<p>Reading comprehension strategies and CPD for all staff.</p> <p>Whole class reading teaching</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p>Nursery, Foundation and KS1 Phonics teaching and CPD.</p> <p>The teaching of phonics is explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
<p>To provide individualised social and emotional interventions to boost confidence and self-esteem.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	3

Targeted academic support

Budgeted cost: £4,725.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Detailed diagnostic assessments of barriers to learning completed</p>	<p>In order for interventions to be effective, gaps in learning need to be identified. These gaps are identified by</p>	1

by class teachers in support of the subject leads	subject leads who have a specialism in that particular curriculum area.	
3 rd Space learning interventions through 1:1 tuition based on gaps identified by their diagnostic assessment.	One to one tuition and small group tuition are both effective interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Maths interventions led by teaching assistants, teachers and subject lead. Mixture of small group and 1:1.	One to one tuition and small group tuition are both effective interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Reading interventions led by teaching assistants, teachers and subject lead.	One to one tuition and small group tuition are both effective interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Writing interventions led by teaching assistants, teachers and subject lead.	One to one tuition and small group tuition are both effective interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
'Boys club' intervention to target reading comprehension and vocabulary.	One to one tuition and small group tuition are both effective interventions. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2

Wider strategies

Budgeted cost: £1,077.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and reported on during each parents evening as well as Pupil Progress meeting.	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Provide financial support to participate in wider curriculum opportunities – trips and residential		4

Total budgeted cost: £9,035

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key areas of impact:

- 2020 Phonics screening test results 100% all pupils, (Current Year 3) 100% PP children.
- 2021 Year 1 Phonics screening teacher assessment PP children: 100% predicted Autumn 2022. Currently 85% on track for all pupils. (Current Year 2)
- PP attendance figures for end of 2020-2021: 97.6% Above national.
- Established and trained social and emotional practitioner to support most vulnerable pupils.
- Teacher assessed end of KS2 results continue to improve and remain in line with national.
- KS2 progress from KS1 shows 100% of children are making at least expected progress in RWM, with 25% of children in reading and maths are making rapid progress.

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
National Tutor Programme	3 rd Space Learning