

Pupil premium report for Yatton Infant School

Pupil premium spending 2020 -21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2018	Date of next pupil premium review:	March 2021
Total number of pupils:	212	Total pupil premium budget:	£39,005.00
Number of pupils eligible for pupil premium:	23	Number of children eligible for pupil premium and SEN	7 of which 2 TUF

STRATEGY STATEMENT

At Yatton Infant School we provide teaching and learning opportunities for all our pupils with the desire that each child can reach, or exceeds, age related expectations and they can make the appropriate progress from their starting points. It is particularly important that the needs of vulnerable groups are met through appropriate provision and interventions. We are committed to ensuring maximum progress for all groups of children and strive to close any gaps. We actively promote equality of opportunity for all pupils, parents, staff and governors to create a harmonious learning community where we all can succeed.

When deciding how to best use the Pupil Premium, we have used the Education Endowment Foundation's Teaching and Learning Toolkit which provides evidence on how schools can spend money more effectively to improve the teaching and learning of children from low income families. **Our tiered approach** to support children in receipt of the Pupil Premium is through providing the highest standard of High Quality First Teaching, timely interventions and wider curriculum opportunities.

Previous Assessment information – July 2021

Due to the closure of schools during the academic year 2020/21 there was no recorded attainment for pupils for July 2021

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor verbal speaking skills e.g. vocabulary and speaking in sentences.
B	Phonic skills and early reading and writing skills – increased due to Lockdown
C	Emotional wellbeing in order to be ready to learn – enhanced due to lockdown
D	Some of our children eligible for PP also have other factors such as SEN to consider when planning their provision e.g. find self-regulation difficult
ADDITIONAL BARRIERS	
External barriers	
E	Parental support of phonics and reading in the EYFS and Y1.
F	Attendance
G	Some children eligible for PP may have experienced times of trauma in their lives

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PP children will improve their verbal literacy and be closer to the verbal literacy of their non PP Peers	<p>PP children will be supported through an intervention (NELI or Talk Boost)</p> <p>Vocabulary development is a high quality teaching strategy across the school and evident in classrooms</p> <p>Literacy planning has ample opportunity for children to talk before they write</p>
B /E	The attainment and progress of PP children will improve and be closer to the progress made by their non- PP peers	<p>High quality first teaching of phonics.</p> <p>Individual targeted phonics interventions</p> <p>EYFS Video to support parental knowledge of phonics</p> <p>PP children will be a focus for support or challenge in the classroom (High quality first teaching)</p> <p>PP children will be supported with Home Learning</p>
C	PP children have high self-esteem and demonstrate good attitudes towards their learning	<p>PP children will demonstrate a growth mindset when encountering learning challenges and use the Yatton Learner vocabulary</p> <p>Children have strategies to support them in positive relationships with their peers and adults in school</p> <p>Children demonstrate resilience and problem –solving skills when learning</p> <p>PP children will have individualized support from the Learning Mentor if needed</p>

D	The progress of PP children with SEN will improve and be closer to the progress by their non PP peers.	PP children with SEN will be supported to enable them to make small sequential steps with their learning PP children with SEN will have strategies to enable them to be successful with their learning
F/ G	PP children and families are supported through our whole school ethos of inclusivity	PP children and families have access to our Learning Mentor when they need it. PP children use their Join-Up, Join-in funds to spend on afterschool activities and wraparound care PP children are funded for all trips and events Uniform and other resources are provided if needed Attendance improves and is closer to non PP peers

Planned expenditure for 2020-21 academic year

When planning pupil premium expenditure, Yatton Infant School has taken into account the DFE and NFER research 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' and research from the Education Endowment Foundation including the 'The EEF Guide to supporting School Planning: A Tiered Approach to 2020-21', the Teaching and Learning Toolkit and researching provision in the 'Family of Schools'. The research notes the seven building blocks which support raising disadvantaged pupils' attainment. The building blocks are as follows:

- To promote an ethos of attainment for all children
- To provide an individualized approach to addressing barriers to learning and emotional support, at an early stage
- To focus on high quality teaching for all
- To focus on outcomes for individual children
- To deploy the best staff to support disadvantaged children
- To make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points
- To have clear, responsive leadership

ACADEMIC YEAR

Quality of teaching for all

Action	Desired Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Teachers provide high quality feedback to children. This is best verbal and individual in Turn Back Time.	75%+ children attain the expected standard in reading, writing and maths. 75%+ children attain a GLD 100% in Phonics Screening	Teaching and Learning Toolkit +8 EEF Improving Literacy and Maths in KS1	It is a non-negotiable in our expectation of quality first teaching and monitored in all observations in class/ learning scrutiny.	Phase Leaders	Reviewed at every work scrutiny.
	Learning Support Assistants	Teaching and Learning Toolkit (+3/+1)	Learning Support Assistants are timetabled for support/challenge.	SENCo	Reviewed at Pupil Progress Meetings (PP Meetings)
Yatton Learner Skills embedded in classroom practice	PP children have high self-esteem and demonstrate good attitudes towards their learning.	Chris Quigley's work on Attitudes to learning and the effect on children's self-esteem (Secrets to Successful Learning) EEF Toolkit – EEF research on changing mindsets found a child's mindset could have between +2 to +7 increase on attainment.	<ul style="list-style-type: none"> - Pupil's Voice - PP Meetings x 3 a year 	HT SLT	Termly
Total budgeted cost:					

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reading Intervention (+4) 5 Minute Box	Every child makes good progress in reading, writing and maths to diminish any differences that may exist.	Teaching and Learning Toolkit – . The children targeted to improve reading are getting Reading comprehension strategies (+5)	JK check timetable and fill in PP provision map that maps provision for every disadvantaged child. SLT monitor provision Each Intervention has an assessment tool to track progress and impact. SLT regular check-in time with Education Coaches	HT SLT	3 x per year or at end of intervention to determine impact
Speech and Language Intervention (+5) Talk Boost NELI		EEF Early Years toolkit states that Early literacy approaches can improve attainment by +4 months Talk Boost – 6 week program NELI - +4 months	Each Intervention has an assessment tool to track progress and impact.	HT SLT	3 x per year or at end of intervention to determine impact
First Class@ Number (+5) Plus 1 Intervention Number Box		EEF Teaching and Learning Toolkit – One to one tuition can improve by +5 months.	Each Intervention has an assessment tool to track progress and impact.	HT SLT	3 x per year or at end of intervention to determine impact
Total budgeted cost:					£24,500

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Individual approach addressing barriers to learning including behavior through ELSA trained Learning Mentor	Children are happy and ready to learn and know how to learn. Families feel supported to help with their child	EEF Early Years toolkit states that Self - Regulation strategies approaches can improve attainment by +5 months. There is also research that the use of strategies such as ELSA can have a positive impact on children's social and emotional resilience and also impact academic outcomes. (improving Social and Emotional Learning in Primary Schools)	Learning Mentor timetable and notes. Pupil Surveys Feedback from class teachers	HT SLT Learning Mentor	Termly
Join-Up, Join-In Fund/ Book Club / trips fully funded (+2)	Every PP child can access extra-curricular activities to boost self-confidence and follow their own interests, skills and talents.	Teaching and Learning Toolkit	Join-Up /Join- In – register Book Club ordering Regular emails to parents	HT SLT Learning Mentor	Termly
				Total budgeted cost:	£2300 + £4140 + £5300 + £1000 £12,740.00

ADDITIONAL INFORMATION

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The following documents have also been used to support our school's approach.

Other documents used:

- [EEF Pupil Premium guide](#)
- [EEF Big Picture](#)
- [NFER report on supporting the attainment of disadvantaged pupils](#)
- DfE's guidance on [whole-school strategies](#)
- Improving Mathematics in Early Years and Key Stage 1
- Improving Literacy in Key Stage 1
- Improving Social and Emotional Learning in Primary Schools
- "The Pupil Premium; Analysis and Challenge Tools for schools" (Ofsted)
- "The Pupil Premium; How schools are using the pupil premium funding to successfully maximise achievement" (Ofsted)
- "Pupil Premium Toolkit" - The Sutton Trust

Evidence from within the school:

- Results of staff and pupil survey
- Analysis of attendance records
- School's assessment data
- Progress data and feedback from Education Coaches

ADDITIONAL INFORMATION

We recognise that all pupils have different needs and will respond differently to interventions and support. We also realise that there is a range of strategies that could be employed to accelerate progress or address a pupil's individual needs. We have developed a provision map to show the range of activities for the federation.

The following list is an indication of the support that may be given, although this is by no means definitive, nor will every eligible child require each identified aspect:

- (1) **Academic work** including additional class-based or intervention work to accelerate the progress of targeted groups or individuals this includes learning support work to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified special educational needs.
- (2) **Well-being** work to raise self-esteem, overcome emotional barriers or support children to make appropriate choices in order to maximise learning opportunities.
- (3) **Enrichment and engagement** to provide opportunities for pupils to develop talents in sport and music (for example) to improve self-confidence and motivation for school

Review of expenditure from 2020-21

Action	Intended outcome	Impact and Evaluation	Cost
Teachers provide high quality feedback to children. This is best verbal and individual in Turn Back Time.	75%+ children attain the expected standard in reading, writing and maths. 75%+ children attain a GLD 100% in Phonics Screening	<p>Writing</p> <p>Reception – this was an area most impacted by the time out of school with 6/7 children not making the expected standard.(ELG)</p> <p>Year 1 – excellent progress made by all children with 100% making expected or better progress from starting points.</p> <p>Year 2 – excellent progress made by all children with 100% making expected or better progress from starting points.</p> <p>Maths</p> <p>Reception – 4/7 children made the expected standard. (ELG)</p> <p>Year 1 – excellent progress made by all children with 100% making expected or better progress from starting points.</p> <p>Year 2 – excellent progress made by all children with 100% making expected or better progress from starting points.</p>	N/A
Yatton Learner Skills embedded in classroom practice	PP children have high self-esteem and demonstrate good attitudes towards their learning.	<p>Reception – children confident to use the vocabulary ‘tryosaur’ and understood how that helps them learn.</p> <p>Year 1 and Year 2 – Yatton Learner vocabulary embedded in lessons – children understand the need to be confident, resilient learners and take responsibility for their own learning. Some children worked on a key area to help them e.g. responsibility – so they got on with their learning without help – something that was particularly a area of weakness post lockdown as many children were used to parents being near them or next to them.</p>	N/A
Action	Intended outcome	Impact and Evaluation	Cost

<p>Reading Intervention (+4) 5 Minute Box</p>	<p>Every child makes good progress in reading, writing and maths to diminish any differences that may exist.</p>	<p>Early reading and phonics was the key focus this year. Phonic groups following regular assessment (every 2 weeks) and tracking with Phonic Tracker highlighted key phonemes for our children and Education Coaches worked with small groups – PPG and lowest 20%.</p> <p>Reading Reception – despite good progress from starting points 3/7 made the expected standard.(ELG) Year 1 – good progress made with by 6/7 children making expected or better progress from starting points. Year 2 – good progress made with 7/9 children making expected or better progress from starting points.</p> <p>The Five Minute Box – 6 Year 1 children worked on this intervention which was precision learning of phonemes and key words – all children made significant progress as reviewed above. Year 1 Phonics – 3/8 made the expected standard the 3/8 made strong progress but did not get the expected standard. Year 2 Phonics – 7 /10 children made the expected standard by July 2021. 2 children not making the expected standard had additional SEN barriers and made significant progress.</p>	
<p>Speech and Language Intervention (+5) Talk Boost NELI</p>		<p>6 Reception children were identified as needing NELI which began in January 2021 – none were disadvantaged children. All children made good progress with this project – this replaced Talk Boost this year.</p>	

<p>First Class@ Number (+5)</p> <p>Plus 1 Intervention Number Box</p>		<p>Foundations in maths was also a key focus this year.</p> <p>Plus 1 Intervention books and Number Box were used with children as well as pre and post teaching by the Education Coaches. The interventions changed during the year as gaps in learning were identified and our recovery curriculum (Catch-Up) put into practice.</p> <p>Maths</p> <p>Reception – 4/7 children made the expected standard. (ELG)</p> <p>Year 1 – excellent progress made by all children with 100% making expected or better progress from starting points.</p> <p>Year 2 – excellent progress made by all children with 100% making expected or better progress from starting points.</p>	<p>£28,500</p>
<p>Action</p>	<p>Intended outcome</p>	<p>Impact</p>	<p>Cost</p>
<p>Individual approach addressing barriers to learning including behavior through ELSA trained Learning Mentor</p>	<p>Children are happy and ready to learn and know how to learn. Families feel supported to help with their child</p>	<p>The Learning Mentor sees children when needed and supported our disadvantaged children through lockdown via Teams when needed. The vast majority of children have made good progress in all areas of learning and gaps closed.</p>	<p>£5300</p>
<p>Join-Up, Join-In Fund/ Book Club / trips fully funded (+2)</p>	<p>Every PP child can access extra-curricular activities to boost self-confidence and follow their own interests, skills and talents.</p>	<p>This changed for the year as due to bubbles and Covid mitigations no after-school clubs were running but instead we ordered tablets for every disadvantaged child that would do Teams, Bug Club and Numbots and access to the home learning so all children could access this and for the rest of the year (£2500). Some kit stayed with families so they could continue to access Bug Club and Numbots over the summer and into the next academic year. We provided paper copies of all learning for those who needed it.</p> <p>Learning continued for all children as far as possible. Internet access also funded by BT helped ensure access.</p> <p>The Reception children went to Noah’s Ark as a trip at the end of the year which was subsidized</p> <p>£1500 of Scholastic books was ordered for our disadvantaged children in 2020-21</p> <p>£1200 on Breakfast and YAS Club for our disadvantaged children in 2020-21</p>	<p>£2300 + £4140 £1000</p> <p>£10,500.00</p>

