

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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   | Yatton Voluntary Controlled Infant School |
| Number of pupils in school  | 198                                       |
| Proportion (%) of pupil premium eligible pupils   | 14%                                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 – 2022<br>2022- 2023                 |
| Date this statement was published   | December 2021                             |
| Date on which it will be reviewed   | December 2022 and 2023                    |
| Statement authorised by   | Jo Keeble                                 |
| Pupil premium lead  | Jo Keeble                                 |
| Governor / Trustee lead   | Richard Gaunt                             |

## Funding overview

| Detail   | Amount            |
|--|-------------------|
| Pupil premium funding allocation this academic year                                    | £31,720.00        |
| Recovery premium funding allocation this academic year                                 | £3,480.00         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                |
| <b>Total budget for this academic year</b>   | <b>£35,200.00</b> |

|   |  |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

Improving the outcomes of our disadvantaged pupils is a key priority for both Yatton Infant School and the Trust that we work in (Lighthouse Schools Partnership). We work towards achieving the Trust Strategic Plan for Disadvantaged pupils and these objectives form a key part of our Raising Attainment and Progress Plan (RAPP).

The Trust Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school we have developed our RAPP builds on these principles in order to deliver the best possible provision for our disadvantaged pupils:

The Trust has a responsibility to support and challenge its schools in ensuring that all pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity. The recent report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium 2019, as well as the EEF report entitled The Attainment Gap 2017) The Attainment Gap; and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

**High quality teaching for all** - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.

**Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers

and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

**Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

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 individualised 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

**Our priorities are:**

- To diminish the gap in attainment and progress for disadvantaged children, being mindful that eligibility and take up of FSM does not equate to pupils being 'low ability' because of their social circumstances. We know this gap is often a language gap and we make speaking and listening and reading a priority for our children.
- Provide experiences in order to broaden horizons (Cultural Capital) for pupils eligible for the Pupil Premium Grant (Join-Up, Join-in) and develop their knowledge and understanding of the world.

- Provide a menu of support that can include: extra adult support to facilitate emotional and social development, small group or 1:1 interventions and educational coaching.

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

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Communication (Speaking, vocabulary, understanding) and early literacy (reading and phonics) |
| 2                | Attendance and punctuality   |
| 3                | Social, emotional and mental health  |
| 4                | Access to wider opportunities  |
| 5                | Parental engagement  |

## 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   |
|---|--|
| <p><b>Speaking, vocabulary and understanding</b> is not a barrier for disadvantaged children to make progress in phonics, reading and writing.</p>                                  | <ul style="list-style-type: none"> <li>Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group.</li> <li>This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results.</li> </ul> |
| <p><b>Phonics</b> attainment of disadvantaged pupils is very high showing they are making a strong start on their early reading journey</p>   | <ul style="list-style-type: none"> <li>At least 90% of pupils in Y1 pass the PSC</li> <li>Other year groups show at least 90% of disadvantaged pupils meet SSP expectations for their year group.</li> </ul>   |
| <p><b>Reading</b> – children become fluent readers who enjoy reading and being read to.</p>   | <ul style="list-style-type: none"> <li>Disadvantaged children achieve outcomes that are in line or exceed the outcomes of non-disadvantaged pupils in reading.</li> <li>Children have access to good quality books.</li> </ul>   |
| <p><b>Attendance</b> of disadvantaged pupils is high and children are ready to learn.</p>   | <ul style="list-style-type: none"> <li>Ensure attendance of disadvantaged pupils is at least 96%</li> </ul>  |
| <p><b>Wider strategies</b> – our disadvantaged children all access their Join-Up, Join in grant to enable them to participate in extra-curricular activities or purchase books.</p> | <ul style="list-style-type: none"> <li>100% of children access and activity or buy books with JUJI grant.</li> </ul>   |

## 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: £0

| Activity  | Evidence that supports this approach                | Challenge number(s) addressed |
|---|---|-------------------------------|
| Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> <li>• Subject networks</li> <li>• Pedagogy</li> <li>• Curriculum Development</li> <li>• Pupil Premium</li> </ul> | EEF: Closing the Attainment Gap Key Lessons Learned | 1,2,3                         |

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

Budgeted cost: £25,375.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Priority 1:1 reading and/or phonics intervention for disadvantaged pupils (Education Coach and School Led Tutoring) | DfE Reading Framework 2021   | 1,2,3                         |
| Talk Boost Speech and Language program for EYFS (Education Coach)   | EEF: Closing the Attainment Gap Key Lessons Learned<br>EEF: Improving Literacy in the EYFS Key Stage 1 | 1,2,3                         |
| Targeted maths intervention:  | EEF: Closing the Attainment Gap Key Lessons Learned  | 1                             |

|   |   |  |
|---|---|--|
| <p>firstclass@number, Numberbox, Plus 1 (Education Coach)</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. - KS1 and EYFS undertaking 'Mastering Number' training throughout the year. £0 funded</p> | <p>EEF: Improving Mathematics in the EYFS and in Key Stage 1</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="#">Maths_guidance_KS_1_and_2.pdf</a><br/>         (publishing.service.gov.uk)</p> |  |
|---|---|--|

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

Budgeted cost: £800 + £5300 + £4680 = £10,780

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>ELSA training for Learning Mentor<br/>£800</p>   | <p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> | 3                             |
| <p>Learning Mentor to support social and emotional needs:</p> <ul style="list-style-type: none"> <li>• Regular check-in's</li> <li>• Directed work for anxiety, worries or behaviour</li> <li>• Trusted adult work</li> <li>• £5,300</li> </ul>   | <p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> | 3,4                           |
| <p>DHT to support attendance. Activities include:</p> <ul style="list-style-type: none"> <li>• Regular check-in's with the children and set activities according to need so they are 'ready to learn'.</li> <li>• Daily check ins with families with low attendance rates</li> <li>• 3 weekly reviews of attendance data</li> </ul> | <p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> | 2,3,5                         |



|  |   |        |
|--|---|--------|
| <ul style="list-style-type: none"> <li>• 6 weekly reviews of attendance with Education Welfare Officer</li> <li>• Regular supportive meetings with families to support attendance</li> <li>• Support to access other services e.g. Young Carers</li> </ul> |   |        |
| Y6 Play Leaders:. Small group and individual work with pupils with focus on outdoor learning to support behaviour and engagement.<br>Lego Club   | EEF: Improving Social and Emotional Learning in Primary Schools 2019  | 4      |
| Join-UP, Join- IN fund £180.00 per year minimum for extra-curricular clubs.<br>£4680   | EEF: Improving Social and Emotional Learning in Primary Schools 2019<br>Feedback from children and parents                                | 1,3, 4 |
| Book Club Orders – 3 times annually (part of JUJI funding)   | EEF: Closing the Attainment Gap Key Lessons Learned<br>EEF: Improving Literacy in the EYFS Key Stage 1                                    | 1,3,4  |
| Subsidise educational visits to enrich the curriculum for all children. Some funds from YSA for coaches.<br>£1000  | EEF: Improving Social and Emotional Learning in Primary Schools 2019<br>Evidence from EEF- Arts participation<br>Aspiration interventions | 1,3,4  |
| For some families where needed subsidise milk, breakfast and afterschool club  | EEF: Improving Social and Emotional Learning in Primary Schools 2019  | 1,3,4  |

### Total budgeted cost:

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.

Please see the attached document (also on the website)



~~Yalton-Infant-Pupil-Premium-Report-an~~

## 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              |
|--------------|-----------------------|
| Number Box   | Five minute box.co.uk |
| Plus 1 Maths | 123 learning .co.uk   |

## 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?    | Additional reading support in school and online for the pupils.<br>Access to key worker provision and wrap around care.  |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils fully engaged with all aspects of school and learning. High level of parental support and positive relationships. |

## Further information (optional)

### Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- training a senior mental health lead and staff across the school (Youth Mental Health Aware half-day course). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising (Learning College x 3 annually). Disadvantaged pupils will participate fully.

### Planning, implementation, and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils