

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Youlgrave All-Saints Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	29.1% (21 pupils) <i>National is 20.8% - 10%</i>
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Chair of Governors Mark Shearing
Pupil premium lead	Sophia Barker
Governor / Trustee lead	Chair of Governors Mark Shearing

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29085
Recovery premium funding allocation this academic year	£3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£32420

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development and wellbeing. We aim to ensure that opportunities are grasped and our children build resilience and flourish. Through strong links with our families, the Church and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life.

To this end, we aim to support the academic learning of our pupils in receipt of the Pupil Premium Grant but we also provide them with opportunities they may not always have access to. We fund visits to places of interest to give the children a range of experiences. We also fund extra-curriculum activities such as school clubs and the purchase of items to ensure equal access to the curriculum. We also use the Pupil Premium Grant to try to ensure that our children make at least good progress from their starting points and diminish the difference between them and their non-pupil premium peers.

Our smaller classes result in the teaching staff knowing the children extremely well and being able to target support to pupils, including non-disadvantaged pupils.

The objectives of this strategy are to:

- ensure all intended outcomes for disadvantaged pupils are aspirational
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the attainment for PP children was below school expectations in most subjects. This has led to some pupils not achieving Age Related Expectation in reading and writing.</p> <p>Internal assessments, in-school and external moderation and work scrutiny indicate that writing attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners.</p>
2	<p>Some pupils have gaps in their mathematical knowledge due to varying engagement with online learning during the pandemic and following the pandemic, particularly for the recall of key facts and concepts.</p>

3	<p>Some of the pupils who are eligible for Pupil Premium have barriers to learning and require additional support/interventions as their families have social and emotional difficulties. We need to provide support and/or interventions to address this.</p> <p>Some pupils require support with social and emotional regulation and often present with lower self-esteem in comparison to their non-pupil premium peers. This effects their resilience and in school and their strategies to learn.</p>
4	<p>Socio-economic disadvantage</p> <p>Some pupils who are eligible for Pupil Premium do not have access to opportunities and experiences in and outside of school which enhance their knowledge of the world and general well-being. We need to ensure that all our disadvantaged pupils continue to be encouraged to take part in enrichment activities including trips and residential.</p>
5	<p>Lower attendance compared to non-pupil premium</p> <p>Our PP attendance since September 202 to July 2023 is at 94.97%, compare to non-pupil premium at 96.27%.</p>
6	<p>Lower prior attainment in other settings before joining Youlgrave All-Saints Primary School.</p>
7.	<p>Due to the introduction of universal free school meals in Reception and Key Stage 1, some children are not identified as Pupil Premium early enough.</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
Narrow the gap between PP and non-PP peers across all subjects.	The progress gap of children both at the end of Key Stage 1 and Key Stage 2 is reduced
To continue to provide pastoral support for PP pupils to reduce barriers to learning	PP children will receive well-being and pastoral support as priority
Continue to raise the profile of PP pupils groups across the whole school and ensure that staff understand the impact of different areas of vulnerability on groups and individuals.	<p>Staff will continue to be vigilant to identify PP pupils.</p> <p>Children will be added to the PP tracker at the start of their school journey.</p> <p>All Pupil premium pupils will have a One Page Profile and Pupil Premium case study set up within their first four weeks of either joining the school or identification as a PP pupil.</p>
Improved progress in maths for disadvantaged pupils	Pupils will have made at least expected progress and have closed the gap in mathematics by July 2023.

<p>Improved writing attainment among disadvantaged learners</p>	<p>Pupils have made at least expected progress and will have closed the gap in attainment in writing by July 2024.</p>
<p>Pupils display a readiness to learn and be able to communicate and discuss learning behaviours</p>	<p>Observations and discussions with pupils will indicate that their own understanding of the ways they learn and what helps them to learn has improved.</p> <p>Pupils will be able to identify their own strengths and areas to improve.</p> <p>Pupils will motivate themselves and know how to engage in, and improve, their learning.</p> <p>Pupils will have increased independence and ownership of their learning.</p>
<p>Improved opportunities and experiences for disadvantaged pupils. Strong cultural capital will be evident throughout the curriculum.</p>	<p>Disadvantaged pupils will have access to all opportunities and experiences at least to the same level of engagement as other children.</p>
<p>To provide support for emotional well-being for all pupils in school, particularly our disadvantaged pupils.</p>	<p>Children demonstrate increased resilience and attend school and make good progress.</p> <p>Qualitative data from pupil voice, parental surveys and teacher observations.</p> <p>Pupil ability to talk about mental health and wellbeing – what it is and the strategies for maintaining positive wellbeing.</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: £8091.02
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The National Strategies suggest that the key to success with a learner is Quality First Teaching (QFT) All children should be exposed to highly focused, creative and engaging lessons and efforts are made to ensure PP children are fully participating through a range of strategies.</p> <p>We have aspirations of all our PP children and aspire for them to be high attainers at the end of their time at school.</p>	1,2,3,6
Pupil Premium Champion	<p>The pupil premium champion is a requirement of the Pupil Premium Grant. The role is to oversee the provision in school and to liaise with various stakeholders to ensure efficient use of funding and analysis of data to support impact. The government requires all schools to generate strategies and evaluations of whole school provision which needs to be overseen by senior members of staff to ensure accountability.</p>	1,2,3,4,5,6,7
Robust Tracking and monitoring of PP academically	<p>Early intervention has been shown to add up to five months progress for all children.</p> <p>Children should have priority in intervention opportunities to reduce barriers. One page profiles allow members of the teaching team a quick reference for pupil information and how to help children learn best.</p> <p>Priority in pupil progress meetings to discuss individual children with</p>	1,2,3,6

	the HT, subject leaders and SENDco.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5343.73

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Quality, targeted intervention to diminish the difference between PP and non-PP	Interventions in small groups is often provided to support lower attaining learners or those who are falling behind. Overall, the pattern is that small group interventions are effective and the smaller the group the better. Feedback from the teachers, sustained engagement in smaller groups or work that is more closely matched to learner's needs explain this impact	1,2,3,6
Ongoing CDP for teachers and teaching assistants to ensure quality first teaching.  Staff to access training from EIS membership (maths, literacy, PSHE, SEND network meetings and well-being)  Cluster group training and moderation activities for writing and maths	Supporting high quality teaching is pivotal in improving children's outcomes. Research tell us that high quality teaching can narrow the disadvantage gap: EEF.  DfE's guidance on whole school strategies.  Greater emphasis on reading focusing on the lowest 20% EEF feedback (+8 months)	1,2,3,4,6
Phonics training for DfE validated phonics scheme – Teachers, Teaching Assistants	DfE's guidance on whole school strategies. Greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium Guide	1,6
Whole School CPD about behaviour/self-esteem	Executive Functioning Training with Educational psychologist	3
Bridging the Language GAP	The commitment to build on pupil's vocabulary is of paramount importance in developing their access to the whole curriculum.	1,2,3,5, 7
cooperative learning strategies	A collaborative and co-operative learning approach involve pupils of all abilities in a class working together on activities or	1,3,6

Writing Programme  Restorative language training	learning tasks in pairs or small groups where everyone contributes on a collective task. The impact of collaborative approaches on learning is consistently positive and the EEF suggests 5+months. Approaches which promote talk and interaction between learners tend to result in the best gains.	
Revision support and materials for upper Key Stage 2 pupils	National data shows that Pupil Premium children perform below their counterparts in the end of key stage assessments. To source quality revision materials for all children, but school intends to provide these free of charge for all the PP children.	1,2,5,6

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

Budgeted cost: £17993.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additional RWI training, and additional pupil and teacher resources to secure stronger phonics teaching for all pupils. Including investing in more decodable books, teaching resources and training for staff</p> <p>Phonics development. Training day and staff meetings</p> <p>Purchase of additional decodeable reading books which complement our DfE validated phonics Scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners.</p> <p>EEF KS1 Reading guidance strand</p> <p>EEF Improving literacy in KS1 EEF – phonics (+4 months gain) EEF – small group tuition (+4 months gain) EEF – within class attainment grouping (+3 months gain) EEF – pupil premium guide.</p>	1,2,3,4,6
<p>Carry out detailed assessment</p> <p>Data analysis of these assessments will enable subject leaders to identify</p>	<p>Using pupil premium guidance shows the need to find out what is hindering the attainment of disadvantaged learners. To have this knowledge, assessment needs to be carried out.</p>	1,2,3,4,6

<p>patterns across the school and pinpoint areas of weakness.</p> <p>Teachers will be able to identify gaps in knowledge, allowing them to pinpoint which areas of knowledge need further input.</p> <p>They will also be able to identify children who are at risk of not keeping up with the sequence of learning within units and recommend them for extra support to ensure that they do have the knowledge for each lesson.</p> <p>Maths – end of unit assessment at the end of each unit. (term 2, term 4 and term 6)</p> <p>Reading –end of unit assessment at the end of each big term PIRA/White Rose/GAPS Sats practice for Year 6 Phonics screening terms 1-6 using RWI assessments</p>		
<p>Every KS1 child will read with class teacher once a week. These will be focussed on decoding using fully decodable books matched to their individual phonics stage.</p> <p>These sessions will give teachers a chance to assess children and ensure learning needs are being met.</p> <p>Disadvantage learners and low attaining children will read daily.</p>	<p>Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</a></p>	<p>1,2,4,6</p>

<p>Implementation of whole school approach to metacognitive strategies e.g. use of learning journeys and recaps</p>	<p>EEF metacognition and self-regulated learning guidance</p>	<p>1,2,3,4,5,6</p>
<p>Support all school staff to provide meaningful feedback (verbal and written) to support pupils learning, build on past learning and address misconceptions.</p> <p>Training to be provided to ensure all staff are aware of how to use feedback successfully.</p> <p>Good use of targets and feedback in writing.</p>	<p>Research evidence shows that meaningful feedback will have a positive impact on all pupils learning and will narrow the gap between the most disadvantaged learners and their peers.</p> <p>Effective feedback focusses on the tasks and provides specific information on how to improve.</p> <p>EEF KS1 and KS2 improving literacy</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1,2,3,5,6</p>
<p>To further development and enhance of positive play group – staff time, training and implementation</p>	<p>To continue to work with DCC, BSS and local cluster schools to develop a positive play offer at school to support children’s well-being and mental health.</p> <p>To enhance the offer to the children accessing the service and intervention for mental health and well-being.</p> <p>The is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and emotional learning (+4 months) EEF metacognition and self regulation (+7 months)</p>	<p>3</p>
<p>Enrichment experiences e.g. residential, theatre visit.</p> <p>Subsidised trips and residential</p>	<p>School visits are great for providing children with valuable new skills and learning experiences. Children get the opportunities to challenge themselves and learn to be more independent.</p> <p>High levels of wellbeing and self-esteem can support pupils to meet their potential. Learning an instrument and challenging themselves through outdoor activities has shown increased resilience and improved synapse links.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>With links to:</p>	<p>4,7</p>

	<a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.	Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.	5 Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified such as school uniforms and meals.	6,7

**Total budgeted cost: £33624.64**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year*

Year 1 End of 2023		Number of children	Number of PP children
		11	1
	Reading	Writing	Maths
Pupils Premium	100%	100%	100%
Whole Year 1 data	90.9%	90.9%	90.9%
Difference	+9.1%	+9.1%	+9.1%

Year 2 End of 2023		Number of children	Number of PP children
		11	4
	Reading	Writing	Maths
Pupils Premium	50%	50%	50%
Whole Year 2 data	73%	73%	90.9%
Difference	-23%	-23%	-56.9%

Year 3 End of 2023		Number of children	Number of PP children
		11	1
	Reading	Writing	Maths
Pupils Premium	100%	100%	100%
Whole Year 3 data	64%	27%	73%
Difference	+36%	73%	+27%

Year 4 End of 2023		Number of children	Number of PP children
		8	6
	Reading	Writing	Maths
Pupils Premium	66%	17%	66%
Whole Year 4 data	75%	12.5%	63%
Difference	-9%	-4.5%	-3%

Year 5 End of 2023		Number of children	Number of PP children
		10	3
	Reading	Writing	Maths
Pupils Premium	33%	0%	0
Whole Year 5 data	70%	30%	40%
Difference	-36%	-30%	-40%

Year 6 End of 2023		Number of children	Number of PP children
		10	3
	Reading	Writing	Maths
Pupils Premium	33%	33%	33%
Whole Year 6 data	80%	40%	50%
Difference	-47%	-7%	-17%

Total Attainment Averages 2023	Number of children		Number of PP children	
Key Stage 1 and 2	61		18	
	Reading	Writing	Maths	
Pupils Premium	50%	33%	55%	
Whole School	77%	44%	70%	
Difference	-27%	-11%	-25%	

46% of Pupil Premium students in 2022/2023 had not begun their school journey at Youlgrave All-Saints. 40% of the pupils on the PP register are also classes as having some sort of SEND need.

29% were also EAL children.

13% were service children.

## Externally provided programmes

Programme	Provider
RWInc development program Oxford Owl Numbots and TTRockstars	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>	
Children worked with TA in class, to take part in focused session for literacy and maths with a TA  Took part in booster sessions after school and during school day with a focus on reading, writing and maths  Daily reading and weekly reading sessions with a trained TA in phonics	
<i><b>The impact of that spending on service pupil premium eligible pupils</b></i>	
<i>ARE expectations reached in reading at the end of year 6</i>	

## Further information (optional)