

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	66
Proportion (%) of pupil premium eligible pupils	30.3% (20 pupils) <i>National is 20.8% - 10%</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chair of Governors
Pupil premium lead	Sophia Barker
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,343
LAC funding allocation this academic year	£2,410
Recovery premium funding allocation this academic year	£2,755
Schools led tutoring grant (60% of the registered number of PP between year 1 and 6)	£3,078
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	£35,586

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to focus on closing the gap between children from disadvantaged backgrounds and to foster the belief of 'keep up' rather than 'catch up'

- To close the attainment gap between disadvantaged children and their peers considering the challenges they face
- To prioritise high quality teaching as our most important lever to improve outcomes for disadvantage pupils as this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged
- To support disadvantaged learners at all levels of attainment To plan and implement support through a tiered approach:
 1. Teaching
 2. Target academic support
 3. Wider strategies
- To use continuous assessment to enable rapid catch up where needed with all staff taking responsibility for disadvantaged pupils outcomes.
- School will share and involve all stakeholders in this plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils highlighted that, disadvantaged learners have greater difficulties with phonics than their peers, especially from KS2. They have undeveloped range of vocabulary and phonic application to reading and writing activities. This negatively impacts their ability to keep pace with the sequence of learning needed to prepare them sufficiently for their next stage of education and be a reader.
2	A high proportion of the children who are entitled to PP funding are also on the SEND register. 40%
3	<i>Resilience and independence in reading, writing and phonics: Assessments with pupils show disadvantaged pupils have greater difficulties with phonics than their peers. Assessments indicate that writing among disadvantaged pupils is significantly below that of non disadvantaged pupils.</i>

3	<p>Internal assessments, work scrutiny, in-school moderation and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Many disadvantaged pupils do not read at home on a regular basis nor have access to a range of reading materials to support a love of reading at home. From baseline assessments and parent interviews we have found that disadvantaged children have had less exposure to stories, rhymes and book talk and have needs relating to language development and vocabulary gaps.</p>
4	<p>Internal and external assessments indicate that maths attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners. Disadvantaged pupils need to continue to build upon key skills and sticky knowledge in order that they can apply their knowledge to a range of concepts. As a result, the key concepts being taught overlapped from year groups and was not age appropriate.</p>
5	<p>Internal assessments, in-school moderation and work scrutiny indicate that writing attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners.</p> <p>Generally, pupils' writing appears to have been affected during the partial closures, with disadvantaged groups being affected the most.</p>
6	<p>Our PP attendance since September 2021 to July 2022 is at 92.76%.</p> <p><i>Absence and punctuality: Last year's attendance data indicates that attendance among disadvantaged pupils is lower than among non-disadvantaged by 4%. Disadvantaged pupils have been 'persistently absent' compared to nondisadvantaged</i></p> <p>In addition to this, disadvantaged learners are more likely to be persistently late compared to pupils who are not disadvantaged. This is both unsettling and results in missed education. The beginning of the lesson is often where key teaching inputs take place. Some families need additional support to help deal with the issues that are causing children to be persistently late or absent from school.</p>
7	<p>There has been less parental engagement due the school slowly reopening following Covid 19. Parents have not been able to come into school to engage with school and class activities. Parental engagement has been impacted, with many parents not engaging with their children's home learning. The mental health of parents has been negatively impacted due to the stress of lockdown. There is an increased need for parent support groups and help for families affected by mental health issues. And to form or re-establish close relationships with the school.</p>
8.	<p><i>Limited access to wider cultural experiences: Lack of enrichment and socialising during lockdown has impacted and identified social and emotional issues for many pupils.</i></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
------------------	------------------

<p><i>Disadvantaged, low prior outcomes and vulnerable pupils to make accelerated progress in writing.</i></p>	<p><i>By 2023-24 the difference in outcomes between these pupils and other pupils will be diminished through quality first teaching and targeted support.</i></p>
<p>Improve oral language skills and vocabulary among disadvantaged learners</p>	<p>Assessment and observations will indicate improve oral language among disadvantaged learners. Children will be able to use subject specific vocabulary and language to demonstrate increased knowledge and understanding across the curriculum subjects. This will be evident in engagement and contribution in lessons, book scrutinies and pupil conversations with subject leads.</p>
<p>A higher rate of children achieving ARE or above across the school for disadvantaged children. Initial focus in all core subjects (reading, writing, phonics and maths) to ensure better access to foundation subjects</p>	<p>Ensure disadvantaged children are making same or better rate of progress towards ARE as non-disadvantaged children in each class. Early identification – baseline TA and teacher assessments Whole class teaching addresses key issues from assessments Targeted interventions with appropriate planned support in place. 2023 – 2025 results see good outcome as in 2022 with all disadvantaged pupils achieving at least ARE with achieving above ARE. For disadvantaged pupils with SEND needs good progress from relative starting points and towards individual targets.</p>
<p>Improved reading attainment among disadvantaged learners</p>	<p>Ensure disadvantaged children are making same or better rate of progress towards ARE as non-disadvantaged children in each class. Early identification – baseline TA and teacher assessments Whole class teaching addresses key issues from assessments Targeted interventions with appropriate planned support in place. 2023 – 2025 results see good outcome as in 2022 with all disadvantaged pupils achieving at least ARE with achieving above ARE. For disadvantaged pupils with SEND needs good progress from relative starting points and towards individual targets.</p>

Improved writing attainment among disadvantaged learners	<p>KS2 writing and SPaG outcomes in 2024/25 show an increased proportion at the expected standard (in line with national value)</p> <p>Ensure disadvantaged children are making same or better rate of progress towards ARE as non-disadvantaged children in each class.</p> <p>Early identification – baseline TA and teacher assessments</p> <p>Whole class teaching addresses key issues from assessments</p> <p>Targeted interventions with appropriate planned support in place.</p> <p>2023 – 2025 results see good outcome as in 2022 with all disadvantaged pupils achieving at least ARE with achieving above ARE. For disadvantaged pupils with SEND needs good progress from relative starting points and towards individual targets that have been set for writing.</p>
<i>To provide support for emotional well-being for all pupils in school.</i>	<i>Children demonstrate increased resilience and attend school and make good progress.</i>
<i>To achieve and sustain improved rates of attendance and punctuality for identified pupils.</i>	<i>To raise attendance rates of disadvantaged pupils by responding quickly to those families causing concern.</i>
<i>To provide enrichment opportunities for socially disadvantaged pupils.</i>	<i>Disadvantaged pupils access the same life chances as their peers to build up their confidence and aid their progress.</i>

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: £4,336 training and development across whole school team

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Continue to develop subject curriculums, where subject intentions are identified and the learning is clearly broken down into precise knowledge that is sequenced and build progressively.</p> <p>Teachers will be supported to secure strong and effective implementation of the curriculum in all subjects</p> <p>Reliable monitoring techniques will be used to quality-assure the implementation of the curriculum and promote quality first teaching.</p>	<p>The focus on improving the curriculum will allow all children to succeed. This in turn will narrow the gap between the most disadvantaged students and their peers.</p> <p>The importance of a well-sequenced progressive curriculum to ensure all children reach their full potential.</p>	
<p>Carry out detailed assessment Data analysis of these assessments will enable subject leaders to identify 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) Reading –end of unit assessment at the end of each big term PIRA/PUMA Sats practice for Year 2 and 6 Phonics screening terms 1-6 using RWI assessments</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>	

<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><i>Good use of targets and feedback in writing.</i></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><i>EEF KS1 and KS2 improving literacy</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	
<p>Subject curriculums of all core subjects will include a cohesive plan to develop language skills and vocabulary.</p> <p><i>Actively promote vocabulary development throughout the whole curriculum with details on planning</i></p>	<p>Studies show that oral language interventions have a high impact on all pupils for a low cost</p> <p>The attainment gap between disadvantaged learners and their more affluent peers starts early and continues through school.</p>	
<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><i>Phonics development. Training day and staff meetings</i></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><i>EEF KS1 Reading guidance strand</i></p>	
<p><i>Implementation of whole school approach to metacognitive strategies e.g. use of learning journeys and recaps</i></p>	<p><i>EEF metacognition and self-regulated learning guidance</i></p>	

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

Budgeted cost: £27,100 (This relates to David Jones and Anne Buston costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<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>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</p>	
<p>School Led Tuition sessions for pupils whose education has been most impacted by poor sticky knowledge and skills application</p> <p>Communication between class teacher and school led tutor and teaching assistant will ensure sessions are engaging and targeted to the specific needs of the pupils.</p> <p>Ongoing assessment will be used to provide teachers with regular feedback ensuring the best possible outcomes for pupils.</p> <p>Sessions are well planned and focus on small components of knowledge which have been identified as pre teaching knowledge, subject or key skill weakness by the class teacher</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p> <p>Tuition is likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-conditions-ofgrant/school-led-tutoring-conditions-ofgrant</p>	

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

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><i>Development of positive group – staff time, training and implementation</i></p>	<p>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>£950</p> <p><i>Positive play training costs</i></p>
<p><i>Enrichment experiences e.g. residential, theatre visit.</i></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>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>With links to:</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>£1000</p> <p><i>This includes funding for after school clubs, trips and residential</i></p>
<p><i>Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance’ advice.</i></p>	<p><i>Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance’ advice.</i></p>	<p><i>Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance’ advice.</i></p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>£2,200</p> <p><i>This relates to £1000 budget allocated for food and £1200 for school uniform allocations</i></p>

Total budgeted cost: £35,586

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.