

1. Summary information					
School	Yewtree Primary School				
Financial Year	2020-21	Total PP budget	£201,240	Date of most recent PP Review	Feb 20
Total number of pupils	349	Number of pupils eligible for PP	153	Date for next internal review of this strategy	Mar 2021

2. Current attainment for Yr 6 (2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	26.5%	71.4%
% making expected progress in reading (as measured in the school)	50%	78.7%
% making expected progress in writing (as measured in the school)	44%	83.7%
% making expected progress in mathematics (as measured in the school)	52.9%	84.2%
Progress measure in reading	-2.99	0.32
Progress measure in writing	-4.13	0.28
Progress measure in maths	-3.21	0.37

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some pupils have poor speech, vocabulary and language skills which can impact upon learning.
B.	Pupils need high quality support for social, emotional and mental health to ensure that they are in a position to learn.

C.	Many Pupil Premium pupils (32%) are identified as having Special Educational Needs reducing the ability for them to achieve Age Standardised Scores in reading, writing and maths.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for some families – PP children 92.4% Vs non PP children 96.2%.
E.	High level of social care needs amongst families where children are eligible for Pupil Premium resulting in need for enrichment activities and access to after school care.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Pupil Premium Pupils make progress in reading, writing and maths to reduce the attainment gap with their peers in a supportive environment.	<ul style="list-style-type: none"> Pupils read regularly and have access to high quality texts throughout the curriculum. There is a reading culture where all pupils read regularly and develop a love of books/literature. Progress of Pupil Premium Pupils will be a minimum of 3 steps in reading, writing or maths across the year.
B.	Children with social, emotional and diagnosed mental health needs raise attainment and make good progress within a secure environment.	<ul style="list-style-type: none"> Classroom teaching is precise and leads to pupils making good progress through a focus of Quality First Teaching and targeted support. Pupil Premium Pupils are targeted to receive additional support through social groups and make a minimum of 3 steps in reading, writing or maths across the year.
C.	Pupil Premium Pupils identified as having Special Educational Needs increase attainment and make progress relative to their needs and starting points.	<ul style="list-style-type: none"> Pupil Premium Pupils are targeted for support, are identified upon Provision Maps and have appropriate targets to increase attainment and progress. Staff access training to support their understanding of how to meet the needs of pupils successfully.
D.	Raise levels of attendance and punctuality of PP children.	<ul style="list-style-type: none"> Attendance for PP children over 96%.

E.	Aspirations of Pupil Premium Pupils to be increased through access to cultural, social and sporting opportunities to develop social and emotional resilience.	<ul style="list-style-type: none"> • Strong links with parents continue to develop. Parents engage with school. • Pupil Premium Pupils attend off site visits, extra-curricular activities if requested and have access to enrichment activities to develop life experiences and opportunities
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5. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £20,776.91
<ul style="list-style-type: none">• Complete the Wellcomm programme• Follow SALT and SpLD programmes• All Staff will model good use of the English Language for their pupils• Speaking frames and Talk for writing will have improved pupil outcomes	Develop oracy skills and to ensure both pronunciation and spoken communication skills are improving rapidly.	<p>GLD for cohort was 64.9%, GLD for PPG was 66.7%.</p> <p>Progress for the year for all</p> <p>Prime (89.5%/91.7%), Specific(87.7%/91.7%) and all AOLs(82.5%/83.3%) was higher for PPG children than the cohort.</p> <p>When compared to Non-PPG though, attainment is still significantly higher than PPG peers and although PPG progress is expected in all areas they have made the least progress when compared to other vulnerable groups.</p> <p>Many children who were receiving external SALT support have been discharged due to their speech now being in line with their learning needs-school to continue provision for these children.The same has been seen with children supported by our local SpLD base.</p>	<p>Discussed through INSET with all staff and developed a whole school approach.</p> <p>All leaders within school ensured that adults provided exemplary examples of spoken language for our children.</p> <p>Staff highlighted this to each other when this is not the case.</p>	<p>Staff Training</p> <p>£1,735.00</p>

<ul style="list-style-type: none"> • Staff to pupil ratio will be increased to allow for additional teaching groups and interventions • Pupils will have weekly times tables tests • Identified gaps in learning to be addressed 	Narrow the gap between PP and non-PPG pupils	<p>Whole school data showed that PPG children made the most progress in maths and that they had begun to accelerate positive and significantly positive progress made this year when compared to their non-PPG peers.</p> <p>The percentage of PPG children who were age related compared to the previous year had increased by 6% in reading and 4% in maths.</p> <p>Pupils working above age related expectations had increased by 5% in reading and 6% in maths. Writing had the least impact with only a 1% increase in +ARE.</p>	<p>This gap is not closing swiftly enough. High focus for PPG children within lesson visits and all monitoring activities to ensure appropriate provision leading to accelerated progress, not just expected progress.</p> <p>Small steps assessment has been developed this year to include further ways of tracking progress for children below Herts steps.</p>	<p>Learning Resources</p> <p>£5,362.41</p> <p>Mathletics</p> <p>£1,435.14</p>
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<ul style="list-style-type: none"> • Pupils read regularly (5x week) outside of normal class reading. • Quantity of reading at home will be tracked through reading bookmarks and celebrated. • Pupils who need to will have additional reading in school • Guided reading sessions will include elements of retrieval, meaning and inference. • Teachers will deliver school designated phonics programme- Read, Write, Inc 	<p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.</p>	<p>Phonics</p> <ul style="list-style-type: none"> • Yr1 cohort-70.9%, PPG 50%. • Yr2 cohort-93.8%, PPG-94.4%. <p>Staff track reading regularly with those children who are not reading at home through daily readers/regular readers.</p> <p>Reading bookmarks are used and celebrated in end of term assemblies.</p> <p>SEND/PPG children made the most progress in reading across the school as a high focus was put on this to ensure they can access all curriculum areas.</p> <p>Sensory Audit completed for all classes to ensure staff have considered how sensory needs may affect pupil concentration leading to reduced pupil progress- adaptations to provision made.</p>	<p>Pupils have been chosen for daily/regular readers through PPMs with SLT to ensure key pupils have been targeted. This has been a successful policy and will continue.</p> <p>SLT will continue to focus on guided reading and the provision of reading through lesson visits next year. This is still inconsistent currently within school, although an improving picture.</p>	<p>Lexia</p> <p>£3,195.00</p>
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<ul style="list-style-type: none"> Teachers will give precise feedback so that pupils know their next steps To ensure focused CPD prioritises areas of pupil underachievement 	Teaching standards improve	<p>Mentor meetings discussed the quality of written feedback and the impact upon pupil/progress and attainment.</p> <p>Moderation with local schools has led to more accurate teacher assessment and highlighted areas of training needing to be enforced i.e. small steps of progress.</p>	<p>The importance of good verbal feedback has been discussed through CPD with staff explaining that it has been shown to make the greatest difference to pupil progress/attainment.</p> <p>Staff audit of training needs has been carried out-. CPD delivered focusing on assessing small steps of progress and supporting our pupils with ASD who are also PPG. Lesson visits will focus on provision for these pupils now that training has been given to ensure impact can be seen.</p>	<p>Staff Training</p> <p>£4,336.86</p> <p>£4,712.50</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £174,494.23
<ul style="list-style-type: none"> Interview pupils to discover why they are not attending school. Yewtree Family Support Team/admin team to track attendance on a weekly basis, address with families and report to SLT Every term letters to parents for children with attendance below 95% School to follow attendance policy and work with AIO to robustly address difficult cases 	The attendance of PP children improves and persistent absence decreases.	<p>Whole school attendance for year 2018-9 (excluding Nursery) was 95.7%, PPG 95.1%, Non-PPG-96.2%.</p> <p>Although close PPG attendance is still below Non-PPG.</p> <p>Attendance officer working closely alongside families has had the most impact.</p> <p>Clear and consistent messages regarding processes and procedures provide parents with clear targets and goals to be achieved within a timeframe.</p>	<p>YFST are targeting parents and asking pupils how we can support them to be on time and regularly here at school. YFST follow up on all responses.</p> <p>Some parents did attend low attendance meetings but there was limited impact due to the child not wanting to attend.</p> <p>YFST completed pupil voice with the child Autumn term to engage them and focus on their worries and reasons for not attending and how this could be improved swiftly.</p> <p>A lot of families did not turn up to AIO meetings last academic year. These families need to be a high priority for YFST to engage.</p> <p>The use of standardised letters will continue to be used.</p>	<p>Yewtree Family Support Team</p> <p>£52,819.96</p>

<ul style="list-style-type: none"> • YFST to support both pupils and parents to ensure pupils basic needs are met to ensure they are ready physically, mentally and emotionally for learning • Safespace-Art therapy and Counselling sessions for identified children 	<p>Social, emotional and mental health needs of children are met.</p>	<p>Pupils within Nurture Group continued to show strong progress through their Boxall profiles which tracked their SEMH targets.</p> <p>Behaviour logs for the Spring and Summer term show a decrease in behaviour incidents. Reinforcement and consistent use of Hertfordshire STEPs and Lunchtime Club can be seen to be making an impact. Low level behaviour was seen to not be a problem in school by Helen Jones School SIP-September 2019.</p> <p>Many children supported by our YFST/Counselling/Art therapy are now in a far better place emotionally to be ready to learn. Progress for these children can now be seen, but not all of them made the expected three steps of progress for the year.</p>	<p>SLT supported teachers to ensure planning and classroom environments are supporting all children's needs.</p> <p>Parent views were generally positive for last year. We shall be carrying out more parent views during Parents Evening to continue to ensure parents feel we are supporting them and their children effectively.</p> <p>An increase in Parent Workshops from multiple leaders has started for the Autumn term. Promotion of these to increase to try and gain a wider range of parents attending and not just those that we are targeting.</p>	<p>Safespace Art therapy</p> <p>£29,898</p> <p>Individual support</p> <p>£24,157.07</p> <p>Nurture group</p> <p>£42,303.87</p> <p>TA support</p> <p>45 minutes a day per class.</p> <p>£25,315.40</p>
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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £5968.86
All pupils will partake in cultural visits or take part in activities where visitors will attend the school	PPG pupils to access a range of social/cultural/sporting experiences, visits and activities	<p>PPG children were supported last year to attend the Isle of Wight residential trip and other educational day trips/experiences i.e. Zoo, Sporting activities, Clubs.</p> <p>Some families were also supported with clothing allowances to ensure pupils could be following uniform expectations and not stand out from their peers.</p>	<p>This will need to continue for those families who require support when paying for school trips such as year 4 and year 6 residential trip, swimming lessons and curricular activities.</p> <p>Pupils were able to find areas where they could encounter success and achievement. This has crossed into core curricular areas</p>	<p>Trips £1,157.83</p> <p>Swimming £3,375.98</p> <p>IOW £630.96</p> <p>Breakfast club £54.09</p> <p>Clothing and uniform £750</p>

6. Planned expenditure					
Academic year		2020-2021			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise achievement in maths and English with particular focus on Pupil Premium Pupils.	40% of children achieving EXS in RWM in 2020 - 2021.	26.5% of Pupil Premium Pupils achieved expected standard or above in reading, writing & maths in 2019 year 6 SATs. 2019 – 2020 data was not produced. Continue with a three year trend of improvement.	School Development Plan will focus upon raising performance of pupils in reading, writing and maths. Regular assessment of pupil progress and attainment. Parents are informed about progress and attainment at parent consultation evenings to support children. Staff trained and targeted to deliver a curriculum that is tailored to meet needs of individuals.	Headteacher INCO	Half Termly review

Total budgeted cost					£20,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with social, emotional and diagnosed mental health needs raise attainment and make good progress within a secure environment.	Increase % of children achieving EXS in RWM	<p>There are pupils who need to be taught protective behaviours.</p> <p>Many pupils need a chance to describe situations and a safe space to talk freely with a secure adult.</p> <p>Pupils will be more open to learning when their emotional needs are acknowledged and met.</p>	<p>Training for staff will provide an inclusive whole school approach to maintain pupil well-being.</p> <p>Additional support will be monitored and evaluated to ensure that the appropriate pupils are provided with support.</p> <p>Safeguarding Officer and Family Support Worker liaise with INCO, classteachers and families.</p>	Headteacher INCO	Half Termly review

Pupil Premium Pupils identified as having Special Educational Needs increase attainment and make progress relative to their needs and starting points.	Embed strategies learnt in small group interventions into everyday learning.	Interventions are being administered and the transferal of skills is not consistent in everyday work. Successful practice will lead to long term memory of pupils being developed so that knowledge and skills become an automatic response.	Pupils are tracked termly and interventions are assessed before and after an intervention. Measure progress using specific criteria. Pupil progress meetings between staff and SMT.		
Total budgeted cost					£180,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attendance and punctuality of Pupil Premium pupils.	Pupil Premium pupils' attendance is in line with National Average. (95%)	Attendance and Punctuality of Pupil Premium Pupils is currently below 95%. Regular attendance at school results in greater progress in children's learning and builds good habits for the future.	Attendance Office works with families to improve attendance. Family support workers and outside agencies support families to improve attendance.	Headteacher Attendance Officer	Half Termly review

All Pupil Premium Pupils to participate in wider opportunities.	Pupil Premium pupils to attend residential trips, school visits, after school clubs.	<p>Many families feel that they cannot send their children on school trips due to financial constraints.</p> <p>Pupils will enhance their learning through educational visits and outside opportunities regardless of their economic background.</p> <p>Higher self-esteem and confidence to be developed when encountering new areas.</p> <p>School uniform and PE kits purchased so that children can participate in lessons.</p>	<p>Ethos that all children are expected to participate regardless of socio – economic situations.</p> <p>Process is made explicit to families requiring support.</p> <p>Payment plans and discrete arrangements tailored to the needs of the family are created.</p>	<p>Headteacher</p> <p>Office admin team</p>	
Total budgeted cost					£7,000

7. Additional detail