

# Yewtree Pupil Premium Strategy Statement



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	Yewtree Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	47% (Increase from 39% April 21 to 47% Sept 21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23, 24/25
Date this statement was published	30.12.21
Date on which it will be reviewed	31.03.21
Statement authorised by	Karen Yilmaz
Pupil premium lead	Karen Yilmaz/Holly Ritchie
Governor / Trustee lead	Dawn Helfgott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,195
Recovery premium funding allocation this academic year	£9,570
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	£188,765

# Yewtree Pupil Premium Strategy Plan

## Statement of intent

It is our intention that all pupils at Yewtree Primary School, irrespective of their backgrounds or the challenges they face progress as expected through our school curriculum.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal including 'catching-up' any prior lost learning including through the pandemic. The strategies outlined within this plan are intended to support pupil needs regardless of whether they are disadvantaged or not.

We will consider challenges faced by disadvantaged pupils in our school, including those with multiple challenges, and those who have a social worker or are young carers. However, our strategy is intended to support all learners regardless of whether they are disadvantaged or not.

High quality teaching and targeted teacher CPD, alongside a well-mapped curriculum is at the centre of our approach as this has been proven to have the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils within Yewtree.

Our strategy is integral for wider school plans on improvement and education recovery, identifying gaps and intervening early in order for those pupils whose education has been worse affected to 'catch-up' and 'keep-up', including non-disadvantaged pupil and ensure continued progress with those that are already high attainers.

Our approach will be responsive to common challenges and individual needs gained from robust diagnostic assessment, observations and discussions rather than assumptions about the impact of disadvantage.

We intend to:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure high quality teaching across all subject areas that ensures pupil challenge.
- Act swiftly and early to intervene where extra support is identified.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate that our disadvantaged pupils have under developed oral language skills and vocabulary gaps, this is evident across the whole school and has had a negative impact on learning across all curriculum areas.
2	Previous data and assessments suggest that disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers which has a negative impact on their reading.
3	Internal and external (where available) assessments indicate that Maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Observations and discussions indicate that disadvantaged pupils and families have poorer life skills and experiences including limited access to enrichment opportunities outside of the curriculum.
5	Discussions with pupils and parents and data analysis has indicated that disadvantaged pupils' wellbeing and education was greater affected by the pandemic and school closures than non-disadvantaged pupils. Access to technology and parent knowledge contributed to this.
6	Attendance data indicates that attendance and lateness amongst disadvantaged pupils is more pronounced, which is negatively impacting their expected progress through the curriculum. Attendance Aut Term till 28.11.21 – Disadvantaged – 91.3% Non-Disadvantaged 93.4%

## 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
Developed oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including lesson visits, book looks and ongoing formative assessment.
Improved phonics and early reading skills amongst disadvantaged pupils	KS1 phonic outcomes improved so that more disadvantaged pupils are reaching the expected standard in line with National data. Pupils will know and remember more phonic sounds.
Improve reading attainment across the school particularly among disadvantaged pupils at the end of EYFS, KS1 and KS2	Reading outcomes at the end of each phase show an increasing proportion of disadvantaged pupils meeting the expected curriculum and national standards
Improve Maths attainment across the school particularly among disadvantaged pupils at the end of EYFS, KS1 and KS2	Maths outcomes at the end of each phase show an increasing proportion of disadvantaged pupils meeting the expected curriculum and national standards
Opportunities for life skills to be taught and life experiences built into the school curriculum. All pupils, especially disadvantaged pupils will have access to extra-curricular enrichment opportunities outside of the curriculum.	The school curriculum will build in opportunities for life skills and experiences. Data will show that disadvantaged and non-disadvantaged are accessing our extra-curricular opportunities.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure technology access for all disadvantaged pupils To support parent knowledge	Sustained levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Engagement during lesson visits</li> <li>• All pupils, especially the disadvantaged will have access to technology for homework/remote learning</li> <li>• Data will show increasing engagement from parents during parental surveys, curriculum workshops and parents evenings.</li> </ul>
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	The overall absence rate for all pupils will be no more than 5%, and the attendance gap between disadvantaged peers and their non-disadvantaged peers will be reduced. The percentage of pupils whom are persistently absent will be reduced.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional investment into our chosen DfE validated Systematic Synthetic Phonics Programme (Read, Write Inc) so the scheme is fully implemented as intended</p> <p>We will purchase additional RWI 'home' books including online access for parents.</p> <p>Fund ongoing teacher training via the online portal.</p> <p>Invest in RWI development days.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Embedding dialogic activities across the school curriculum.</p> <p>Develop metacognition and collaborative learning strategies.</p> <p>Ensure vocabulary is explicit on our school curriculum and taught within lessons</p> <p>Invest in ongoing teacher training</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Focus teacher and staff training on specific needs in order to ensure quality first teaching in Mathematics with appropriate scaffolding and challenge for all.</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

<p>We will invest in HFL advisor visits for EYFS, Maths</p> <p>Specific training on Herts Maths essentials.</p> <p>Funding of curriculum leadership time</p>	<p><a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Develop character related approaches (behaviours for learning) through school's values (THRIVE), Jigsaw PSHE program, developing aspirations and developing 'growth' mindsets</p> <p>Investment in Jigsaw PSHE program and curriculum lead training</p>	<p>Evidence in the EEF's literature review on non-cognitive suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.</p> <p><a href="#">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	4,5
<p>Ensure continued training for curriculum leaders and the development of middle leadership (phase leaders) in order to ensure there is a clear and challenging curriculum. That is monitored for impact</p>	<p>This will support the delivery of high quality teaching and learning across the curriculum, thus in turn having an impact on all pupils attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	All

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Buying in to Safe Space counselling service to target specific children with mental wellbeing concerns.</p> <p>2 counsellors a week</p>	<p>There 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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4
<p>Implement Wellcom screening and appropriate interventions within the foundation stage.</p> <p>Invest in teaching assistant time to implement specific SALT targets.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional phonics sessions targeted at pupils falling behind, especially disadvantaged pupils.</p> <p>These will be delivered in line with RWI intervention program.</p> <p>We will invest in specific training for staff delivering interventions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Invest in 1:1 reading tutors from the Book trust to support pupils to achieve curriculum expectations in reading</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

Targeted Maths support identified for disadvantaged children – small group TA intervention.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
To ensure disadvantaged pupils have access to school trips, after school clubs, breakfast club, swimming etc.	<p>Evidence shows that developing disadvantaged pupils wellbeing and relationships supports academic learning</p> <p>“Addressing Educational Advanatge – the Essex way” – Edited by Marc Rowland</p>	4
Ensure identified families have access to technology sat home to support home learning and learning during any other possible lockdowns.	<p>Evidence from previous lockdowns was that those families provided with technology engaged more with home ;earning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a></p>	5



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

Budgeted cost: £ 28, 765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice to increase attendance</p> <p>Liaise with school Attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Whole school training on metacognition, collaborative learning and mental health and wellbeing.</p> <p>Invest in training for MHL and deputy (previous leads have left the school)</p>	<p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Continue to invest in the Herts STEPS program to support good learning behaviours ensuring school has two trainers and all staff receive training and refresher training annually.</p>	<p>Evidence shows that positive behaviours impact on learning attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	All
<p>Ensure that parents are feeling heard, supported and given the knowledge they need to support their child's education by providing parental workshops, surveys and practical targets.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Parental Engagement</a></p>	5

**Total budgeted cost: £ 188, 765**

## Part 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 report below available on the schools website.*

<https://primarysite-prod-sorted.s3.amazonaws.com/yewtree-primary-school/UploadedDocument/c9051415b8334659b89482554c1a187a/pupil-premium-end-of-financial-year-report-march-2021.pdf>

### 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
Times Tables	Times Tables Rockstars
Lexia (Reading)	Lexia