



# Yarnfield Primary School

## Pupil Premium Strategy Statement 2021-2022

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	Yarnfield Primary School
Number of pupils in school	584
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Davinder Jandu
Pupil premium lead	Davinder Jandu Aimee Casey
Governor / Trustee lead	Jeanette Liburd

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,875
Recovery premium funding allocation this academic year	£39,875
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	£409,750

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Yarnfield Primary has high ambitions for all pupils. Our aim is to provide a high-quality education that meets the needs of all our pupils and enables them to become successful, confident citizens, who are able to think critically and creatively. As part of this, we aim to provide engaging experiences to broaden pupils' horizons, raise their aspirations and build their cultural capital.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We believe that, with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who are experiencing difficult family circumstances, have a social worker or are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their peers, when compared to national data.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Ensure all pupils are able to read fluently, with good understanding, to enable them to access the breadth of the curriculum.
- Ensure all pupils are fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Ensure all pupils attend school regularly.
- Ensure all pupils have access to a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all pupils have access to pastoral and academic support.

In order to achieve our objectives and overcome some of the identified barriers to learning we will:

- Provide staff with high quality CPD that develops and enhances their skills, knowledge and pedagogical understanding of teaching and learning across the curriculum. This will ensure that all pupils, disadvantaged or not, will have access to high-quality teaching. This has proven to have the greatest impact on closing

the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

- Provide targeted academic support to quickly address the identified gaps in learning including small groups and 1:1 tuition.
- Robustly tackle poor attendance and persistent absence.
- Target funding to ensure that all pupils have access to visits, workshops and first-hand experiences.
- Provide opportunities for all pupils to participate in enrichment activities including the arts.
- Provide support to pupils and their families to help them meet their emotional and physical well-being needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and are underpinned by current research in relation to helping pupils excel. To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point 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><b><u>Oracy</u></b></p> <p>Many of our disadvantaged pupils have low oracy skills and language acquisition skills. Their language acquisition skills of technical and higher-level vocabulary are limited in comparison to other pupils nationally. This is evident from Nursery through to Year Six. Post lock down observations and discussions with pupils indicated regressed oral language skills and gaps in vocabulary.</p>
2	<p><b><u>Phonics and Early Readers in Key Stage 2 (KS2)</u></b></p> <p>Internal monitoring and data highlights many of our disadvantaged pupils have greater difficulties with phonics than their peers. This impacts on their development as readers. Many pupils read at home. However, not all pupils receive the regular support they require. The gap between the pupils that read widely and those who do not has increased.</p>
3	<p><b><u>Maths</u></b></p> <p>Although outcomes in maths have improved in recent years, assessments indicate that maths attainment for disadvantaged pupils is below their peers nationally. Due to lockdown some pupils have developed gaps in their learning.</p>

	Some pupils are not able to recall basic number facts quickly and others have lost their confidence and ability to solve more complex mathematical problems.
4	<b><u>Writing</u></b> Although pupils were provided with writing activities during lockdown, not all wrote at the length they would have previously. Pupils are now finding it hard to regain their stamina for writing. Diagnostic writing assessments show weaknesses in spelling, punctuation, grammar and limited vocabulary.
5	<b><u>Attendance, Persistent Absence and Lateness</u></b> Pre-lockdown attendance for the disadvantaged pupils was 93% and post-lockdown data is currently showing a sharp decline. The difference between disadvantaged pupil's attendance and their peers differs by 1.6%. Persistent absence pre-lockdown for disadvantage pupils was 8.4% and post lock down there has been a sharp increase. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
6	<b><u>Cultural Capital</u></b> Due to lockdown, many disadvantaged pupils have missed a range of first-hand experiences and enrichment activities, such as educational visits and extra-curricular activities. This has led to gaps in pupils' knowledge and skills. Many of our families have limited experiences outside of our school community.
7	<b><u>Pupil Well Being and Pastoral Support</u></b> During lockdown 28 of our families suffered a bereavement/s. Some pupils also suffered financial hardship. There has been a significant increase in the number of families being rehoused into temporary accommodation further from school. This has resulted in pupils being unsettled and has affected their social interaction with peers and their learning.

## 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
1.Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– Observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>– Pupils are able to transfer their spoken vocabulary into their written work. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
2.Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils passing Key Stage 1 Phonics</li> </ul>

	<p>Screening Check is in line with national.</p> <ul style="list-style-type: none"> <li>– The number of disadvantaged pupils at the end of Key stage 2 working at or exceeding the age expected standard is in line with national.</li> <li>– Pupils are confidently able to apply their phonics knowledge and reading skills to read a range of texts. They are showing increasing enjoyment and engagement.</li> </ul>
3.Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils at the end of Key stage 2 working at, or exceeding, the age expected standard is in line with national.</li> <li>– Observations indicated a significant improvement in pupils’ confidence linked to number fluency and application across all year groups.</li> </ul>
4.Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils in KS2 working at, or exceeding, the age expected standard is in line with national.</li> <li>– Pupils’ outcomes for writing have improved across the school. Pupils show improved stamina and a greater use of vocabulary and correct grammar and punctuation.</li> </ul>
5.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>– Sustained high attendance from 2021/22 demonstrated by:</li> <li>– Attendance of all pupils, including disadvantaged pupils, will be similar to the national.</li> <li>– The percentage of all pupils who are persistently absent being in line with or below national.</li> </ul>
6.To increase opportunities of cultural capital for our pupils.	<ul style="list-style-type: none"> <li>– Pupils are able to talk confidently about experiences and show that they have an appreciation of human creativity.</li> <li>– Qualitative data from pupil voice and pupil surveys.</li> <li>– Evidence of the impact of visits and experiences in writing and wider curriculum.</li> <li>– A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
7.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2021/22 demonstrated by:

	<ul style="list-style-type: none"><li>– Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li><li>– A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li><li>– Analysis of safeguarding data and in-school provision indicates that support is being provided to those in greatest need.</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: £169,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A systematic programme of CPD including coaching for all staff in reading, writing and maths</p> <p>We will seek the support of external consultants and providers</p> <p>We will fund staff release time for training and coaching</p>	<p>EEF Attainment Gap report states that high quality CPD has the biggest impact on pupil outcomes (The EEF guide to supporting school planning: A tiered approach to 2020-21, EEF guide on Covid 19 support guide for schools)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a></p> <p>EEF report states that taking a mastery approach adds 5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2,3 and 4</p>
<p>Train staff in using a dialogical teaching approach across all areas of the curriculum</p> <p>Purchase resources to support dialogical teaching</p> <p>Seek support of external consultants and providers including Voice 21</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: +6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>

<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly (Services for Education)</p> <p>Cover cost of training staff</p> <p>Purchase Testbase materials to support assessment in R/W/M</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development for each pupil to help ensure they receive the correct additional support through interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	<p>2, 3 and 4</p>
<p>Train teachers in delivering Mastering Number</p> <p>Coach staff in delivering the mastery approach to maths</p> <p>Cover cost of training and coaching teachers</p> <p>Cost of additional maths resources</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="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>
<p>Additional teachers to support smaller classes in Years 5 and 6</p> <p>Cost of additional</p>	<p>Reducing class size has a small positive impact of +2 month, on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>2,3,4</p>



staffing and resources		
------------------------	--	--

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

Budgeted cost: £150,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and training of Welcomm and Helicopter Stories programme</p> <p>Additional Speech and Language Therapist time</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,
<p>Additional reading and phonics sessions before and after school, targeted at disadvantaged pupils who already have poor spoken language skills</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2, 5
<p>Phonics intervention for KS2 pupils</p> <p>Purchase of additional reading resources – phonetically decodable books for older pupils</p> <p>Dedicated TA to deliver phonics to identified KS2 pupils</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>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>The research also highlights the importance of phonological knowledge and application. Daily phonic intervention supports pupils to close the gap in reading</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	2

<p>Reading and writing intervention at KS2 Including Echo reading</p> <p>Purchase additional reading materials</p>	<p>EEF research on literacy at KS2 makes reference to 7 recommendations for addressing the literacy gap for KS2 pupils on structured intervention for reading and writing. Recommendation 7 centres around a carefully structured intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-supporting-reading-comprehension-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/eeef-blog-supporting-reading-comprehension-in-key-stage-2</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	<p>2</p>
<p>Maths intervention Assertive mentoring</p>	<p>EEF research states that targeted / academic mentoring can close the gap from up to 2 months over the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>3</p>
<p>Purchase of online educational programmes (Accelerated Reader, Doodle Learning, TTRockstars/Numbers) and laptops/Ipads (2) for each class to ensure regular access</p> <p>Cost of subscriptions and laptops/Ipads</p>	<p>EEF research states that various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. Evidence indicates that online learning can be effective, providing approximately four additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>2,3 and 4</p>

<p>After-school and before school boosters/Engagement with the National Tutoring Programme</p> <p>Cost of adults to support the booster sessions</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>The average impact of the small group tuition is four additional months' progress, over the course of a year. Evidence indicates that one to one tuition can be effective providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2,3 and 4
<p>Purchase of CPG revision guides and workbooks</p>	<p>EEF reports have found that homework has a positive impact on average (+ 5 months)</p>	2,3 and 4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additional hours of Educational Welfare Officer support</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	All
<p>Purchase and launch initiatives and rewards for attendance</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	All
<p>Working with parents e.g workshops</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	All

Employ an additional learning mentor and counsellor	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	All
Purchase the Hippodrome Educational Network project	Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. The average impact for the use of an arts-based approach is an additional 3 months progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4 and 6
Ensure educational visits and experiences are identified and organised	Exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	4 and 6
Fund the National School Breakfast Programme	The programme has been noted to provide a high degree of support to schools and enabled effective targeting of pupils in need.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a>	All
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total Budgeted Cost: £409,750**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy (by the end of 2020/21) were not fully realised.

Our assessment of the reasons for these outcomes point primarily to the impact of Covid-19, which disrupted learning in all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, when we were aided by the use of online resources such as those provided by Oak National Academy, Accelerated Reader, TTrackstars and Numbots.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 93.8%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.6% higher than their peers and persistent absence 2.9% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted upon last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader and MYON	Renaissance
TT Rockstars	Maths Circle LTD
Welcomme	GL Assessment
Breakfast Club	Magic Breakfast