**Pupil premium strategy 2020-2021**

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| **1: Summary information** | | | | | |
| **School** | Yarnfield Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget**  **Total Catch up Funding** | £377,945  £46,720 | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 662 | **Number of pupils eligible for PP** | 383  58% | **Date for next internal review of this strategy**  **Date for next review of this strategy** | Termly  June 2021 |

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| **2: Current attainment – No national data available in 2020 due to Covid19** | | | | | | | |
|  | **National 2019** | | **School 2019** | | | | |
| National **all** | National **other** | School **all** | School **other** | School disadvantaged | Gap (*Schools dis and* ***Nat****. other 2019 / 2020*)  2018 2019 | |
| EYFS (GLD) | 71.8% | 74.8% | 65% | 67% | 65% | +5 | TBC |
| Phonics | 82% | 84% | 76% | 76% | 80% | +1 | -4% |
| **Key Stage 1** | | | | | | | |
| Reading | 75% | 78% | 65% | 64% | 67% | -12 | -11% |
| GD | 25% | 28% | 25 | 31 | 13% | -19 | -15% |
| Writing | 69% | 73% | 60% | 65% | 50% | -12 | -23% |
| GD | 15% | 17% | 16% | 21% | 7% | -11 | -10% |
| Maths | 76% | 79% | 71% | 67% | 77% | -16 | -2% |
| GD | 22% | 24% | 21% | 245 | 13% | -18 | -11% |
| **Key Stage 2** | | | | | | | |
| Combined | 65% | 71% | 44% | 49% | 41% | -46 | -30% |
| Reading | 73% | 78% | 62% | 70% | 57% | -30 | -21% |
| HS | 27% | 31% | 15% | 18% | 14% | -25 | -17% |
| Writing | 78% | 83% | 61% | 64% | 59% | -37 | -24% |
| GD | 20% | 24% | 0 | 0 | 0 | -18 | -24% |
| Maths | 79% | 84% | 72% | 77% | 69% | -47 | -15% |
| HS | 27% | 31% | 14% | 15% | 12% | -20 | -19% |
| **Progress** | | | | | | | |
| Reading | 0 | 0.3 | -3.0 | -2.1 | -3.7 | -3.4 | (2018) |
| Writing | 0 | 0.2 | -4.7 | -4.5 | -4.8 | -4.3 |  |
| Maths | 0 | 0.3 | -2.2 | -1.1 | -3.0 | -2.7 |  |

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| **3. Attendance Information** | | | | |
|  | **Overall Absence** | | **Persistent Absence** | |
| **School: September 2019-March 2020** | **National 2019** | **School: September 2019-March 2020** | **National 2019** |
| **Disadvantaged** | **4.6%** | **3.9%** | **10.8% / 48 pupils** | **17.6%** |
| **Other** | **3.3%** | **3.7%** | **6.79% / 62pupils** | **6.3%** |
| **Overall** | **4.0%** | **4.7%** | **8.7% / 48pupils** | **13.14%** |

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| **4.1: Contextual information and Rationale for Catch-up funding** |
| In March 2019 schools were closed for the majority of pupils in England due to Covid 19 and the global pandemic. From September 2020 as school returned to a full opening. Leaders introduced a ‘Recovery Curriculum’ in order to ensure pupils, including the disadvantaged have the opportunity to catch-up with skills and knowledge missed during lockdown and achieve well and in line with their peers by the end of the academic year.  It has been recognised that the gap between the disadvantaged and their peers widened during the period of national lockdown. The DFE’s recognition that some pupils (not exclusively the disadvantaged) need additional support for the missed learning came in the form of a one-off grant - ‘Catch up funding’. As the ‘Catch up funding is a one-off grant it is essential that the money is spent on initiatives which have a longer lasting impact and are sustainable beyond the funding. With this in mind Yarnfield and the other Primary academies have agreed to pool some of their funds. The table at the end of this document indicates the joint expenditure.    This document details the planned expenditure for both the Pupil Premium funding and the Catch-up funding (denoted in green throughout the document and costing can be found in the table at the end of the document). |
| **Catch-up funding allocation**  Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. |
| **Catch-up funding guidance**  Schools will use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools will have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. |

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| **4.2**: The **EEF** advises the following three tiered approach for whole school planning | | |
| Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support | Targeted academic approaches   * One to one and small group tuition * Intervention programmes * Extended school time | Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **5. Barriers to future attainment (for pupils eligible for PP)** | |
| **In-School barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **A** | Disadvantaged pupils at Yarnfield are typically below their peers as many enter Yarnfield with low oracy skills and low language acquisition skills. They have limited reading, writing and maths skills.  The attainment gap between the disadvantaged and their peers has widened further due to COVID-19 school closures in Summer 2020 (see section 7.1) |
| **B** | Some pupils have limited basic skills in reading, writing and maths. Their language acquisition skills of technical and higher-level vocabulary are limited in comparison to other pupils nationally (see section 7.2)  Diagnostic assessments show that some pupils’ basic skills in reading, writing and maths are weaker than previously due to school closure in the spring and summer term.  **Maths:**   * Elements of the maths curriculum have not been taught. This has led to gaps in learning. Some pupils have lost their confidence and ability to solve more complex mathematical problems. * Due to the lack of spaced recall, pupils are not able to recollect basic number facts quickly.   **Writing:**   * Although pupils were provided with writing activities during lockdown, not all wrote at length. Pupils are now finding it hard to maintain their stamina for writing. * The diagnostics writing assessments show weaknesses in spelling, punctuation and grammar and limited vocabulary   **Reading:**   * Many pupils read at home. However, not all received the regular support required. The gap between the pupils that read widely and those who do not had increased. The impact of this has been the greatest on the lowest 20% of readers. |
| **C** | Some pupils have limited general knowledge and understanding of the world they live in due to the lack of wider experiences outside the school (See section 7.3)  **Wider curriculum:**   * Elements of the wider curriculum have not been taught. Pupils have also missed a range of first-hand experiences and enrichment activities, such as educational visits. This has led to gaps in pupils’ knowledge and skills. |
| **External barriers** *(including issues which also require action outside school, such as low attendance rates)* | |
| **D** | The school serves an area of high deprivation and a number of disadvantaged pupils face instability at home which has an impact on their language acquisition, attendance and emotional wellbeing in school. A large majority of pupils have English as an additional language. (See section 7.1, 7.2, 7.3)   * Covid has caused further anxiety within the Yarnfield community. This has impacted on some pupils’ mental health and well-being. |
| **E** | Attendance and punctuality of disadvantaged pupils is likely to be lower than their peers nationally (see section 7.3)   * The Yarnfield community has been adversely affected by the number of Covid cases. Attendance is lower than usual. |

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| **6: Intended outcomes** *(specific outcomes and how they will be* | | **Success criteria** |
| **A** | To improve the linguistic and oracy skills of disadvantaged pupils so that they speak confidently and articulately about their learning and experiences  Through CPD for staff, the catch-up funding will also contribute to this intended outcome and the success criteria | Pupils:   * use a range of vocabulary * speak in full sentences that are grammatically correct * are able to articulate their thoughts and ideas   Teachers:   * emphasise and teach pupils subject specific vocabulary in their daily teaching * provide pupils with a wide range of speaking and listening opportunities |
| **B** | To reduce the difference in attainment in reading, writing and maths between disadvantaged pupils in the school and nationally in Reading, writing and maths across all Key Stages.  To raise the attainment of all pupils to close the gap created by COVID-19 school closures | Pupils:   * make strong gains in learning. They know more and remember more in reading, writing and mathematics * retain and recall key skills and knowledge in reading, writing and mathematics |
| Pupils make up for lost ground quickly both at school and through blended learning activities.  Most pupils are on track to achieve / exceed age-related expectations |
| **C** | Enhance disadvantaged pupils’ knowledge, skills and understanding of the wider world through the curriculum, extra-curricular opportunities and first-hand experiences  Through enrichment activities, the catch-up funding will also contribute to this intended outcome and the success criteria | Pupils:   * have a greater understanding of the world they live in through rich, varied and memorable experiences * know more and remember more |
| Pupils make up for lost learning and meet the demands and expectations of the wider curriculum |
| **D** | To support pupils’ emotional and physical well-being and ensure they are ready to learn  Catch-up funding will be used to provide additional resources and support for pupils | Pupils:   * feel safe and secure and are able to speak to an adult about their feelings and emotions * basic needs are met so that they are ready to learn * are confident and resilient learners   *Catch-up funding will also support the above* |
| **E** | Pupils attendance improves | * The attendance of disadvantaged pupils compares favourably in comparison to their peers and pupils nationally * Number of disadvantaged pupils who are persistently absent reduces markedly |

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| **7: Planned expenditure** | | | | | |
| **7.1: Quality of teaching for all** | | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/ Costs** | **When will you review implementation?** |
| Raise attainment of disadvantaged pupils in reading, writing, mathematics and the wider curriculum | Teachers, and in particular those early in their career, will develop their pedagogy and subject knowledge through focused CPD *(e.g. coaching, modelling, training, observing good practice)*  Expert consultants, and lead practitioners will lead staff training in reading, writing and mathematics  CPD for staff on explicit teaching using the Principals of instruction (POI), scaffolding, spaced recall, and meta-cognition  The SENDCo will provide in-class support and coaching on using resources to aid quality first teaching for pupils who are disadvantaged and who also have SEND  Staff will be supported to deliver high quality phonics and early reading  Teachers and support staff will receive training with Echo Reading | 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)  EEF research shows that meta cognition and self-regulation processes enhance outcomes for pupils by an additional 7 months  The following research/work supports the teaching approach at Yarnfield:   * Excellence in teaching model (Barak Rosenshine) * Pupil Premium is not working (Professor Becky Allen) * Teach everyone better (Tom Sherrington | A systematic programme of CPD for all staff in reading, writing and maths will be delivered: in school; through the Trust; the Little Sutton English Hub, NCMET and OU Reading for Pleasure ( RfP)  NQTs and RQTs will receive coaching from leaders and through the Professional Learning Institute.  Through monitoring, leaders will check that teachers are implementing the CPD effectively.  Senior leaders will check the impact of CPD during pupil progress meetings, and by analysing assessment information. | Principal (DJ)  External providers  £6,500  Cover for RfP project lead  £2,500  Delivering coaching for teaching staff  £25,000  Cover cost for staff to attend coaching sessions £30,000  Cost of supporting bespoke CPD  £8,000  Additional class teacher salary £40,000 | End of each term |
| Support staff in effectively using outcomes of diagnostic, formative and summative assessments to address gaps, misconceptions and accelerate acquisition of skills and knowledge  Staff provide pupils with high quality feedback and opportunities for pupils to respond through whole class feedback, peer-to-peer assessment and self-assessment, and live marking  Teachers will receive external training in whole class feedback. | EEF research shows that pupils make accelerated progress when feedback is timely, relevant and of consistently high quality  (Assessing and monitoring pupil progress/developing whole school assessment)  EEF research shows that targeted strategic support is most effective for pupil outcomes, rather than general classroom support  Making Best Use of Teaching Assistants | Senior leaders will guide teachers to make effective use of assessment.  A member of staff will make sure whole class feedback is implemented well and monitor the impact of this approach. | Assessment lead (AC)  Whole class marking  £6,500 | End of each term |
|  | There is clear training and guidance for teachers and support staff on supporting pupils during direct teaching time. | EEF research shows that targeted strategic support is most effective for pupil outcomes, rather than general classroom support  Making Best Use of Teaching Assistants (EEF Recommendations) | Leaders will hold staff to account through pupil progress meetings.  Through a range of monitoring, leaders will check that teachers and support staff are supporting the pupils effectively. | Phase leaders  Release time for PPM  £2,500 |  |
| Improve the linguistic and oracy skills of all pupils. including in the Early years | Following CPD, teachers will introduce the SEEC model (Select, Explain, Explore and consolidate) to scaffold talk and promote use of language.  Teachers will encourage pupils to speak and respond in complete and well-articulated sentences.  Teachers will receive external CPD on teaching subject specific vocabulary through etymology (the history of words) and morphology (the study of word parts /roots - Greek and Latin) in order to develop word depth  Teachers will plan opportunities for pupils to develop their oracy skills and extend their vocabulary, e.g. debates, discussions and performances, poetry recitals. | EEF research shows that oral language intervention aims to support learners’ articulation of ideas and spoken expression | Phase leaders will hear pupils’ performances and recitals, and provide feedback to staff on next steps  Through book-looks and discussions with pupils, senior leaders will check pupils knowledge, usage and range of vocabulary | English Lead  Reading Resources  £3,000  LP release time  £8,800  Release time for Reading lead  £8,800 | April 2021  July 2021 |
| Use technologies to reinforce key knowledge and skills in reading, writing, maths and the wider Curriculum (blended learning) | CPD for staff on   * Using Microsoft Teams, * Microsoft Notebook * Accelerated Reader * Abracadabra (ABRA) * Doodle maths – for all pupils as part of recall and recap   Ed Tech support for staff to deliver blended learning  Purchase and use a range of online resources, e.g. Doodle Maths and Doodle Spelling  Use Computer Assisted software e.g. Accelerated Reader and Abracadabra (ABRA for Early Years and Year 1) to identify and address gaps in learning  Use online apps including and Timetable Rockstars and Numbots to reinforce key skills  Provide disadvantaged pupils with devices and internet access to complete blended learning and computer assisted learning activities | EEF Remote Learning – Rapid Evident Assessment – 2017  EEF - Flipped Learning 2017 -reported Disadvantaged pupils make 2 months progress with this approach  EEF – Abracadabra, pupils make 3 months progress (Digital technology) | Through the following monitoring processes, leaders will check the effectiveness of blended learning:   * lesson visits * home learning logs * pupil voice * discussion with teachers, including during pupil progress meetings * feedback from parents   Senior leaders will check the impact of CPD during pupil progress meetings, and by analysing assessment information. (e.g. Accelerated Reader data, summative assessments, Doodle maths data) | Ed Tech lead with support from the Principal  Purple Mash  £3,000  Home learning packs  £2,500 | End of each term |
| **Total budgeted cost** | | | | | £147,100 |
| **7.2: Targeted support** | | | | | |
| **Intended outcome** | **Action** | **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 children’s vocabulary, listening and narrative skills | Staff in Early Years and Key Stage 1 will be supported with the delivery high quality speech and language interventions, including NELI programme and Wellcomm.  SENDCo will identify pupils who need the support of Speech and language therapist (SALT) and take prompt action  Teachers will ensure pupils listen to stories on audio as a pre-learning activity  Support staff will ensure the explicit teaching of relevant vocabulary through reading interventions, and provide opportunities for the retrieval practice of vocabulary | EEF research and NELI pilot trials shows pupils can make +3 months progress in oral language skills which form a crucial foundation for thinking, learning and social interaction. | Early Years lead to identify staff in Early Years and Key Stage 1 who may need additional training and support to ensure that NELI and Wellcomm are making a difference to pupils.  The SENDCo in partnership with SALT, will monitor the effectiveness of the speech and language strategies and identify where further support is required.  Pupils to be screened and baselined using NELI/Wellcomm in order to measure impact from their starting points. | Inclusion Lead (JS)  Cover for CPD  £1,500  Support staff cover to deliver intervention  £25,000  SALT  £8,100  SENDCo (EH) | Wellcomm  End of each term  NELI  April 2021  July 2021 |
| To narrow the gap in reading attainment of disadvantaged pupils so that pupils’ outcomes in line with all other pupils nationally | Support staff will provide additional support for disadvantaged pupils in reading. This will include:   * time to complete Accelerated reader activities in school * offering regular reading aloud opportunities * using Audible books for pupils to listen and practise as pre-learning * additional daily phonics sessions for identified pupils * Purchase additional Accelerated Reader logins for Year 4 * Use the staggered start and finish of the school day for focussed intervention   The English lead will purchase books which reflect pupil interest. Books for reading for pleasure and decodable books | EEF research shows that the phonics approach is effective in supporting early reading (EEF Digital technology)  EEF research shows tutor computer-based approaches improve outcomes by 4 months  EEF research shows a staggered start makes a difference of 2 months (EEF Teaching and learning toolkit) | Through monitoring, leaders will check the impact of the intervention and additional support.  Leaders to listen to disadvantaged pupils read fortnightly and monitor reading ages and progress  Accelerated Reader / phonic assessment outcomes will be analysed to identify next steps | Phase leaders and English Lead  Accelerated Reader Lead release time  £1,500  Cost of Accelerated Reader £18,000  Additional resources for Accelerated reader  £5,400  Decodable books  £4,000  R4P resources  £3,000  Support staff cover to deliver additional phonics  £ 35,000 | End of each term |
| To narrow the gap in Maths attainment of disadvantaged pupils so it is in line with all other pupils nationally | Staff to use the same day intervention structure to support pupils and prevent them from falling behind in their learning.  Support staff will receive CPD on Assertive mentoring and use this approach with identified pupils.  Before and after school maths clubs for years 2 and 6 | EEF research shows that by adopting same day intervention approach pupils reach a certain level of understanding by the end of the day, preventing an achievement gap from forming.  (EEF guide on Covid 19 support guide for schools) | Through monitoring, leaders will check the impact of the intervention and additional support.  Review of termly data to identify strengths and where improvements are required | Maths Lead  Support staff to deliver Assertive mentoring  £10,000 | Dec 2020 |
| **Total budgeted cost** | | | | | £111,500 |
| **7.3: Other approaches** | | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| The attendance of disadvantaged to be in line with national figure  Persistent absence below national  Punctuality will improve | Attendance officer to work with focus/identified pupils including persistent absence pupils  Learning mentors to work with identified pupils to provide additional in class support  Pick up and drop off most vulnerable pupils to and from school  Reward and praise pupils who regularly come to school on time e.g. Yarns, postcards home  Provide bagels for breakfast as pupils arrive at school through Magic Breakfast | Research shows that pupils who attend school regularly and on time achieve higher outcomes  EEF shows that schools who run a breakfast club help pupils in Key Stage 1 make 2 months progress. (EEF: Revised evaluation on Magic Breakfast 2019) | Fortnightly meetings with EWO to keep a check on attendance  Weekly Inclusion meeting will ensure pupils / families who need support are identified quickly and receive relevant support  The attendance lead will monitor attendance data weekly  Meeting with families | Assistant Principal for Inclusion  Attendance officer  £15,000  EWO  £11,000  Learning mentors  £35,000  Support and Incentives to attend school  £2,000 | Each half term |
| Pupils are confident, resilient and articulate when faced with difficult or new situations | Greater opportunities for pupils to discuss and share their learning  Learning mentor to support identified pupil’s emotional well-being (nurture group)  Pupils will have opportunities to perform to a number of different audiences including at Birmingham Hippodrome (Covid permitting)  Develop pupils’ resilience through high challenge and low threat strategies, such as competition and challenges. E.g. Timetable Rockstars, Accelerated Reader reading challenges | EEF –Research shows that intervention which promotes social and emotional learning has a positive impact on the self-management of pupil’s emotions  The following research/work supports the use of high challenge and low threat strategies. The curriculum: Gallimaufry to coherence, Mary Myatt | Through learning walks and pupil interviews, the SENDCo will ascertain levels of pupil confidence and check the impact of the support | SENDco  Hippodrome  £9,400 | End of each term |
| Raise pupils aspirations and broaden their knowledge and experience of the wider world | Pupils to experience a greater number of first-hand experiences beyond their immediate environment and community  Subsidise the cost of educational visits and visitors  Subsidise overnight and residential visits  Pupils to take part in a variety of sports | EEF – Outdoor adventure learning, sports participation and arts participation improves outcomes for pupils | Curriculum lead to monitor the range of experiences pupils encounter  Curriculum Lead to monitor planning  Educational visits lead to support staff in organising visits including overnight and residential | Curriculum lead, PE lead and Educational visits lead  Subsidising cost of educational visits and visitors  £11,845  Breakfast club staff  £3,000  Resources for Breakfast club  £1,000  PE resources £1,700 | End of each term |
| To raise parental involvement | Support Parents – including remotely to support parents with technology to help their children with blended learning  Parents will be invited to reading, maths and curriculum workshops (Health and safety permitting)  Support parents with helping their children to read  Parents invited to watch teachers teach | Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF – EY Toolkit)  *Jeremy Finn – Parental Engagement that makes a difference* | English and maths leads to monitor attendance at workshops | Home School support worker  £ 25,800  Cover for Parent workshops  £2,300  Resources for parent workshops  £800  Cover cost and resources for creche  £500 | End of each term |
| **Total budgeted cost** | | | | | **£119,345** |

The table below outline the allocated spending against the Catch-up strategies outlined above in green

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| **Catch up funding (individual academy)** | | |
|  | **Action** | **Cost** |
| **Quality first teaching** | Time to release English Lead to coach and mentor staff | £6,000 |
| Time to release Maths lead to coach and mentor staff | £6,000 |
| Time to release ED tech lead to support and mentor staff | £4,000 |
| Time for a teacher in each academy to lead on whole class feedback | £2,400 |
| **Targeted academic support** | Doodle Maths | £2,432 |
| Additional Accelerated Reader log ins | £2,000 |
| Assertive mentoring | £8,000 |
| SALT support to deliver Welcomm and NELI | £1,000 |
| **Other approaches** | Cover for ED tech Lead Practitioner support parents | £1,500 |
| Magic Breakfast bagels | £500 |
| Learning mentor to support pupils emotional well-being and resilience | £5,800 |
| **A)**      **Total:** | | **£39,632** |
| **Catch up funding: pooled element** | | |
| **Quality first teaching** | English consultant from Wolverhampton local authority | £919 |
| Maths consultant from ECM | £2,100 |
| Whole class feedback training from Billesley EEF Research School | £1,069 |
| Time for the Primary ED tech Lead to support colleagues | £3,000 |
| **B)**      **Total:** | | **£7,088** |
| **Total catch-up (A and B):** | | **£46,720** |