



Pupil premium strategy statement: 2020/21

1. Summary information					
School	Yorke Mead				
Academic Year	2020/21	Total PP budget	£49,765 (indicative) Including £21,105.00 (Post looked after)	Date of most recent PP Review	Nov 20
Deputy Head and Assistant Head Wendy Seabrook and Emma Vettese		Post LAC £2,345 budget share (x 9) Current FSM £1,345 pr pupil aged 7 – 11 Ever 6 FSM £995 pr pupil aged 7 – 11 Nursery: £302 per pupil Services £310 pr pupil			
Total number of pupils	423	Number of pupils eligible for PP 49 12%	49 (indicative) Incl 9 Post Looked after children	Date for next internal review of this strategy	Sept 2021

2. Current Attainment: End KS2 Assessment		
Year 6 : 2019/20		
<p>Due to COVID the SATS were not implemented for primary school. However, Teacher Assessment at Spring 20 indicated there would have been positive progress data for pupil premium children in yr 6 last year.</p> <p>Current FSM : Spring data indicates there was extremely positive progress (+6.0) compared to non-FSM (0.9) These children were all on the SEND register and had received significant input for many years in Yorke Mead.</p> <p>Total Pupil Premium children (5) at Spring had made positive progress (+1.6) - which was slightly better progress than non-FSM (+1.4)</p>		
Whole School:		
<p>At Spring 2020, assessment data indicated the vast majority of children with PPG were making positive progress across the school, and was mostly in line with the progress of non FSM children. There were a couple of pockets where progress was below expected and less than peers. This was due to more complex needs and a variety of needs. This was supported with an additional Teacher 3 mornings a week. The impact was beginning to be seen in terms of stamina and improved core skills, but COVID interrupted this progress.</p> <p>Attendance:</p> <p>School Secretary works tirelessly with families to encourage the children to come into school. She keeps SLT informed so further action can be taken at soonest opportunity. She has success with children who have anxieties. She develops a trusting relationship with parents who</p>		

<p>have not had positive experiences with School Attendance (prior to lockdown).</p> <p>ALL Years <input type="text" value="96.3"/> <input type="text" value="357"/></p> <p>Ever FSM <input type="text" value="93.5"/> <input type="text" value="27"/></p> <p>Pupil Premium <input type="text" value="94.5"/> <input type="text" value="42"/></p> <p>Current FSM <input type="text" value="93.1"/> <input type="text" value="22"/></p> <p>Non Ever FSM <input type="text" value="96.5"/> <input type="text" value="330"/></p> <p>Non Pupil Premium <input type="text" value="96.5"/> <input type="text" value="315"/></p> <p>Non Current FSM <input type="text" value="96.5"/> <input type="text" value="335"/></p>		
<p>PANDEMIC PROVISION</p>		
<p>SUPPORT DURING LOCKDOWN (March 23rd – May Half-term and then Summer Term)</p> <p>Key worker children and some vulnerable children were invited to continue to attend school immediately after Lockdown. The decision on which vulnerable children should come to school was initially around families who did not have an adult at home to supervise and care for the child, or where it was perceived that the child would benefit from the consistency of routine with key adults in school. This was in line with government policy at the time, where only children who did not have one adult available to them, or where parents were key workers, or where it was in the best interest of the child. After Easter, attendance was expanded to include more vulnerable children. Some were daily, and some attended on two or three set days. During this time 16/47 children attended school on a regular basis.</p> <p>Contact : Telephone contact with Teacher or TA once a week. Where a child had 1:1 support, their Learning Support made contact via phone at least once a week.</p> <p>Home Learning Where it was difficult to access devices. Learning packs were produced each week. 8 packs a week supported disadvantaged families.</p> <p>School packed lunches were provided daily to 5 vulnerable families (9 children). Some delivered by hand.</p> <p>Attendance from 3rd June. After May half-term. 32/47 disadvantaged children managed attendance above 94% for this period. 7 children achieved an attendance between 90 and 94% for this time. Where attendance was sporadic SLT ensured there was contact to make sure child returned.</p>		

<p>3.Barriers to Future Learning (for pupils eligible for PPG, including higher attainers)</p>
<p>In school barriers to learning (these issues to be addressed in school)</p>
<p>A. Children have missed several months of teaching and learning. Despite additional support during lockdown, there is considerable disparity between engagement and participation in learning opportunities during lockdown. Some of this is due to lack of devices to access online learning.</p>
<p>B. 50% of pupils with PPG have additional barriers, such as SEND, medical, EAL, social and emotional barriers, or more than one barrier e.g. SEND and EAL.</p>
<p>C. Some pupils join school with very low scores, particularly lacking oracy skills.</p>
<p>D. Resilience remains an area of focus to ensure children with barriers are helped to develop resilient strategies which support emotional regulation.</p>

Proposed Spend of Pupil Premium 2020/21

Main objectives this year:

1. Curriculum

- a) To raise attainment of eligible children so that they achieve at least in line with their peers in English and Maths
- b) To address and support any lost learning experienced by pupils due to school closure during COVID-19

2. Wider Outcomes

- a) To provide a range of social and emotional strategies that develops resilience and metacognition strategies, to support children through their long journey in education.

4. Planned Expenditure: Outlined below:-

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Focus Areas to achieve main objectives	Cost	Success Criteria	Desired Outcomes
<p>A</p> <p>To ensure eligible children catch up at the same rate as their peers and that gaps in learning are closed. Quality of teaching for all - To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.</p> <p>3 x SLT on “Back on Track” course (2.5 days)</p> <p>2 Staff Insets to Teachers</p> <p>Time for SLT and Subject Leaders to monitor through pupil voice, book scrutiny, learning walks,</p>	£4,000	<p>Whole school approach to what the “Back on Track” curriculum will look like</p> <ul style="list-style-type: none"> • Teaching staff trained in formative assessment techniques. • Focus on gaps through formative assessment • Whole school curriculum maps in place for all subjects, supporting Teachers being able to track back and check on previous learning. • Focus on engagement with learning and memory skills through a variety of games and fun activities. • Ensure opportunities are built in to the curriculum to revisit learning from last week, last month and last year. • Teacher CPD in reducing cognitive overload and supporting scaffolded learning to ensure all access the learning. • Ensure children with PPG develop metacognition strategies through feedback, check-ins, reflections on learning, explanations, oral literacy • In the event of further lockdowns, try and support the most vulnerable families with access to devices. • In school support to access computers for times table and online homework • Initial curriculum in September to focus on developing stamina again with frequent brain breaks 	<p>For children with pupil premium to be back on track at the same rate as non-PPG pupils by July 2021.</p> <p>For children with PPG to achieve similar progress and attainment in Reading, Writing and Maths as non-PPG pupils</p> <p>For Teachers to identify gaps quickly through a range of formative assessment and address these</p> <p>For children to have developed their learning stamina by January 2020.</p> <p>For children with PPG to have equal access to online learning opportunities.</p>

<p>A</p>	<p>Ensure children with PPG can engage with metacognition strategies</p>	<p>£13,500</p>	<ul style="list-style-type: none"> • Teacher focus with high expectations and ensuring all pupils have access to a well-planned mastery curriculum across all areas of the curriculum so that learning is not limited. • Develop pupil/teacher relationship through metacognitive strategies to support a love of learning. • Additional Teacher support to target individuals identified as “at risk” of not achieving their target. 4 mornings pr wk (9 children) • Focussed meetings with key stage leaders, SLT, at least each half term to track pupils and adjust provision where necessary. • Daily Reading to an adult for all children with PPG • Additional Teacher focus during lessons • Active learning opportunities taken • Individual pupil conferencing for vulnerable pupils • Teacher focus on feedback and check-ins with disadvantaged pupils • Use more experience Days in school to support deeper and hands on experiences. (due to less outside visits from COVID) 	<p>For higher attaining children with PPG to attain similar levels and progress as other non-PPG higher attaining children.</p> <p>For disadvantaged pupils to engage with their learning</p> <p>For disadvantaged pupils to make good progress with core reading, writing and maths skills</p>
<p>B</p>	<p>To reduce the barriers for learning for disadvantaged pupils, in particular where there is more than one barrier.</p> <p>Use proven interventions that have proven positive gains on learning to help raise attainment with a focus on children with PPG</p> <p>All Teachers receive CPD on How to Reduce Cognitive Overload through a wide range of scaffolded</p>		<ul style="list-style-type: none"> • Over-learning intervention groups, • Immediate interventions, • Proven reading interventions e.g. Project X, handwriting groups with a Trained TA, to embed skills • Speech and language programmes with ELKAN trained TAs, • Deliver 1:1 highly differentiated reading programmes where the need has been identified Pre-teach groups, External Agency support, Clicker writing programme, meetings with parents of children with SEND every term, parental workshops, • PE specialist for core strength exercises delivered to identified children, Regular check-ins • 1:1 learning support where needs identified to enable child to access curriculum • Daily reading for children with PPG • Rigorous tracking and monitoring to ensure provision is meeting the need through half termly and termly pupil 	<p>For children with PPG have identified gaps and learning opportunities created to help close those gaps</p> <p>For children with PPG and additional barriers to make similar progress to peers</p> <p>For children with PPG to feel more support and confidence in their learning.</p> <p>For disadvantaged children to achieve the same standard as peers in the Yr 4 Times Table test.</p> <p>For disadvantaged children to access online learning opportunities in line with non-disadvantaged children.</p> <p>For children with PPG to feel supported in homework tasks</p>

	<p>learning (from National College)</p> <p>Monitoring by subject leaders, SLT and Phase Leaders.</p>	£14,500	<p>progress meetings with SLT holding Teachers to account.</p> <ul style="list-style-type: none"> • Priority places in Homework Club • Opportunities to access computer room for catch up sessions on maths programmes • Whole class focus on developing vocabulary • Continual monitoring of books, pupil voice, teaching to ensure scaffolds allow all learners to access the learning in core subjects, and in foundation subjects. 	
C	<p>Ensure the Early Years curriculum develops oral literacy skills</p> <p>To reduce barriers in all forms</p>	£4,500	<ul style="list-style-type: none"> • Disadvantaged pupils identified early. School secretary and Head Teacher actively seeking parents to let the school know if in receipt of benefits. • Early Years curriculum built around building language skills and developing vocabulary through oracy skills • Nurture groups in Nursery and Reception aim to develop speaking skills – targeted at disadvantaged children and children with EAL. • Priority places offered at Breakfast Club which runs daily from 8:40 am. For Reception children onwards • Lunchtime club offered to parents in Nursery 	
D	<p>Develop Resilience Strategies to Support Emotional Regulation</p> <p>Recruitment of 3 new members to The Pastoral Team.</p>		<ul style="list-style-type: none"> • Emotional health and well-being will be supported through in-house trained staff in partnership with parents, to help children improve their ability to self-regulate, and be ready to learn and access the curriculum. • Pastoral Support Assistants dedicated to vulnerable pupils • 1:1 support (2 children full-time) • Key Workers • Mindfulness • Emotion coaching • Art Therapy (2 children) • Brick Club (3 children) • Drawing and Talking (2 children) • Pen Resilience programme for Yr 6 (9 children) • Social skills club, Home Learning Club • Resilience Building strategies 	<p>Children with emotional and mental health needs will be supported effectively in school through a range of therapeutic strategies, reducing the need to refer children to CAMHS, allowing children to be “ready to learn” and improve progress.</p> <p>Post looked after children will have a clear understanding of who their Key Worker is and will seek her as required.</p> <p>Post looked after children have an adult in school who Champions them and their needs.</p> <p>Resilience will be built over time so that by the time vulnerable pupils are in Yrs 5 and 6, they are able to manage classroom and workload expectations, using more self-directed strategies for emotional regulation.</p>

		£16,500	<ul style="list-style-type: none"> Supporting families through TAFs and other inter-agency work – Parent Partnership Worker employed 3 days per week 	
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5. Desired Outcomes: Academic year 1920/21

A. QUALITY OF TEACHING FOR ALL

Desired Outcome	Chosen Approach	Rationale for Approach	How to ensure implemented well	Staff Lead	Review
To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.	From September 2020, it is essential that as a school, we assess for gaps before moving forward with the relevant Year group curriculum. Therefore, the first two weeks of learning (at least) will be PSHE (Jigsaw) focused and assessments will take place within that framework. Assessment must be designed around the new curriculum statements from the previous year that remain uncovered i.e. the core content and skills that most pupils should have acquired in their previous year, but may now have missed. Assessments must not look like assessment from the child's perspective or summative in nature, and must be designed to inform teachers about any gaps so that planning can inform coverage over the coming year. This will aid with the identification of children requiring catch-up provision. Staff	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <ul style="list-style-type: none"> School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction, engagement in learning developing metacognition strategies. 	<p>Assess lost learning, and tailor support to match All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges. Creative approaches to assessment. Quizzes, mind maps, games, flashcards, posters, leaflets etc; Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils Appropriate CPD for staff, especially NQTs</p> <p>CPD to teachers “Back on Track” curriculum “Cognitive overload” – To Teachers and TAs 3 x Insets Autumn Term</p>	Deputy Head	<p>January 20</p> <p>Review again March 20</p>

	to create engaging activities that will allow diagnostic assessments.				
			Total Budget Expenditure		£17,500
B. To reduce the barriers for learning for disadvantaged pupils					
<p>To reduce the barriers for learning for disadvantaged pupils, in particular where there is more than one barrier.</p> <p>Use proven interventions that have proven positive gains on learning to help raise attainment with a focus on children with PPG</p>	<p>Continued use and training of other research-based interventions Pre-teach, Zones of Regulation, Colourful Semantics, Project X, Verbalisation and Visualisation, Nurture Group Provision etc... Staff INSETs and staff meeting time led by external agencies (where appropriate) to address CPD e.g. Sp & Lang, ASD, and Behaviour Support where appropriate. Provision maps highlighting PPG children, pupil progress meetings with specific scrutiny of children with PPG. All provision maps set by the class teacher must have at least one intervention that is either pre teaching and/or reading intervention. Furthermore, to ensure that these children are getting a broad and balanced curriculum by careful planning of interventions. To deliver a bespoke and pupil centred curriculum to reduce the impact on lost educational hours. Additional interventions provided by the SENCO</p>	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <ul style="list-style-type: none"> • Provide sustained, targeted support for catch-up When disadvantaged pupils return to school, put in place support that is: Sustained - long-term without interruptions, not a "quick-fix" Targeted - specific interventions targeted to filling specific gaps in learning, for the pupils who need them. This research was supported by Sims (2020); Burgess and Sievertsen (2020) and Kuhfeld, & Tarasawa (2020). 	<p>Pupil progress meetings to track progress with SLT and class teachers – identifying additional provision. Termly data analysis. Provision maps with SMART targets, IEP provision / strategies. Book moderations – across year groups, phases and school. TA / LSA record of intervention. Where appropriate, continued use of remote learning Relevant training CPD for Teachers and TAs, tailored at specific members of staff. Involvement of external agencies to support individual children with additional needs e.g. Speech and language. Class teachers and staff to implement the recommendations from these reports.</p>		
Total Budget					£14,500

C. Ensure the Early Years curriculum develops oral literacy skills

<p>Ensure the Early Years curriculum develops oral literacy skills</p> <p>To reduce barriers in all forms</p>	<p>Continue to ensure that children have high quality provision in Early Years setting. Ensuring that gaps in vocabulary and language skills are identified and early nurture programmes support early language skills. Outside agency support sought where appropriate such as Speech and Language. Ensure all areas of learning are secure by targeting individuals so that the lost social skills in lockdown can be re-established on exit from Reception. Lunch club offered in Nursery – priority places for children with PPG to encourage social skills.</p>	<p>It is recognised that quality Early Years provision is vital in a child’s development and can have a life-long positive impact. Furthermore, lockdown will have impacted young children’s social skills dramatically.</p>	<p>Nursery Lunch club – priority places for children with PPG</p> <p>Family support worker available for signposting to support routines, sleep, meal times etc. Works with vulnerable families.</p>		<p>£4,500</p>
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D. Develop Resilience Strategies to Support Emotional Regulation

<p>Staff to ensure that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and nurturing way. This is so that PPG’s attendance and punctuality increases in line with their peers and ultimately impacts on progress and attainment.</p>	<p>School Secretary builds relationships with parents who struggle to make attendance and punctuality a priority. Breakfast Club – priority places. Whole school approach to mindfulness, Philosophy for children and embedding the new Jigsaw curriculum focussing on all aspects of Personal, Social and Emotional education. The school involves Thriving Families and supports families in need of CIN and CP. Where Thriving Families have been involved, parents have accessed</p>	<p>The school has a considerable number of post looked after children and the high need for social and emotional support is recognised.</p> <p>A whole school approach to understanding SEMH needs. Whole school training supplied by the Kate Cairns organisation. Impact – all staff aware of ACE’s and the impact on a child’s development. An already effective Pastoral Support Team has been strengthened further this year to support the wide needs. Post looked after children have a dedicated Key Adult who makes daily</p>	<p>Additional Pastoral support taken on this year. Training support for Drawing and Talking, Brick Club, Identity work. Yorke Mead uses a wide raft of social and emotional interventions to support emotional health and well-being through in-house trained staff, in partnership with parents to support children’s readiness to learn and access the curriculum. (see above strategies). Despite some progress and gains being made with supporting PPGs emotional wellbeing, this</p>		
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	courses and attendance has improved.	contact and champions them through supporting some class and non-structured times. A further 3 other members of the team support children with social and emotional difficulties through check-ins and interventions. Non-structured times can prove particularly challenging. Quiet Time every lunch time is an effective intervention for KS1 and KS2 as it helps children to regulate and re-join class activities ready to learn after the lunch period.	seems to be an ongoing and persistent need for these children within our setting. The need has been recognised for some years and this approach is embedded across the school.		£16,500
			TOTAL PLANNED EXPENDITURE		53,000

LESSONS LEARNT

Growth from lessons learnt last year:

Children have been learning joined handwriting since Reception. This has definitely had a positive impact on handwriting skills in younger years. The impact is clear as children leave KS1 mostly joining their handwriting.

Times Tables: TT Rockstars has been introduced in Yr 3. More children are entering Yr 4 with some basic times table knowledge. This focus needs to continue so that speed with the simplest times tables is mastered by a greater percentage of children when exit Yr 3. Times Table teaching continue to be a focus in Yr 3 and 4.

Higher attaining pupils continue to have a focus – this target needs to continue.

Quality first teaching continues to develop with all foundation subjects using scaffolds and differentiated tasks. Evidence from book scrutinies by Subject Leaders and pupil voice illustrates all pupils are accessing the curriculum, even children requiring a highly differentiated curriculum.