

## 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	Yarborough Academy
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	69 (16.12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022 and July 2022
Statement authorised by	Elizabeth Cox
Pupil premium lead	Alex Pickerden
Governor / Trustee lead	Rebecca Freeman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£7,308
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	£100,113

## Part A: Pupil premium strategy plan for Yarborough Academy 2021-2022

### Statement of intent

At Yarborough Academy we want to provide the very best education and offer as many enriching opportunities as possible to all of our children. Underpinning everything we do at Yarborough Academy is the Neuro-sequential Model in Education (NME) related to brain development and functioning pioneered by the work of Dr. Bruce Perry. As such, we make sure all of our children are supported therapeutically in addition to social, emotional, physical and academic support. The journey towards becoming a more trauma-informed academy and creating therapeutic environments, policies, practices and pedagogy is of benefit to all children. Specifically, we want our most disadvantaged pupils to feel safe and supported in school with access to high-quality teaching at the heart of our strategy. We want our vulnerable and disadvantaged pupils to achieve the very best they can in and out of the classroom and be afforded all the opportunities we can provide. Moreover, we want our approach in school to be sensitive and inclusive so that all of our children are valued and viewed as equals and for the unique individual they are.

In order to meet those broad objectives this strategy document sets out a plan of action to be carried out and reviewed over the short, medium and long-term. High-quality teaching is at the heart of our approach to supporting the most disadvantaged and vulnerable pupils. The impact of outstanding teaching is proven when it comes to having the greatest impact on closing the attainment gap. As a result, this strategy will be reviewed regularly to ensure progress is being made in reaching our objectives and achieving the desired outcomes for all pupils. The strategy outlines in detail the specific challenges facing our most disadvantaged pupils and the intended outcomes this plan will aim to bring about. Finally, a breakdown of the expenditure, resources and actions is presented alongside a review of the outcomes from the previous academic year.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and pupil voice show lower attainment and slower progress rates are made by pupil premium/disadvantaged children compared to their peers. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. The children mention reading as an area of concern and our internal assessment data, alongside academic research underlines the need to have this as a key focus within the strategy.
2	Pupils and their families have social and emotional difficulties, including medical and mental health issues and have experienced intergenerational trauma. This has been compounded by the effects of lockdown and the COVID-19 pandemic. Internal assessments and discussions support findings from national studies and research.
3	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.).
4	Low attendance and persistent absenteeism of PP/disadvantaged children. The attendance data of our PP/disadvantaged children is lower than that of their peers.

## 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
Tiered model of pupil provision present across the academy with a focus being placed on supporting the teaching of Reading across the Key Stages	<p>Tiered model of pupil provision to be presented to all teachers at a staff meeting.</p> <p>New curriculum approach to support the development of brain schemas and prioritise vocabulary development.</p> <p>Reading to be promoted through class novel studies and weekly shared reading and guided reading opportunities.</p> <p>Reading interventions to become a principle focus for monitoring from (SLT/Pupil Premium Lead).</p> <p>NELI to be delivered within Early Years.</p> <p>New reading spines to be purchased and utilised to expose children to different levels of complexity within texts and allow them to read with greater fluency and confidence.</p> <p>Whole staff CPD to take place supporting identified elements of the tiered provision model.</p>
Evidence Based Interventions (EBI) to be embedded across the Academy	<p>EBIs to be presented to staff during a staff meeting and made a principle component of pupil provision.</p> <p>EBIs to be targeted at pupils effectively, based on data and presented on class profiles.</p> <p>Resources to deliver particular EBI to be purchased and the TAs delivering EBI to be trained prior to delivery.</p> <p>EBIs to be monitored and reviewed with both teacher and pupil feedback collected.</p> <p>All interventions to be visible on Scholar Pack to help with monitoring, reviewing and tracking impact.</p>
Class profiles to become more fluid and monitored more effectively in relation to targeted provision and pupil progress	<p>New class profiles to be presented in conjunction with pupil provision model and EBIs.</p> <p>Class profiles to be completed and reviewed by teachers and monitoring staff throughout the year.</p> <p>Regular dialogue to take place and document progress of pupils and effectiveness of EBIs alongside impact of overall provision.</p> <p>Internal research and data to be collected, analysed and evaluated.</p>
Increased parental dialogue and therapeutic support for our most disadvantaged pupils and families	<p>SLT/CARE Team Lead to assess pupils and families that require most support.</p> <p>Learning Mentor, CARE Team and Pupil Premium Lead in regular dialogue around disadvantaged pupils and discuss any concerns and avenues of support.</p> <p>BUSS activities to take place across EYFS/KS1 to support children.</p>

	<p>Reflexology to take place for families and children that require that support.</p> <p>Lego Therapy/Play Therapy to be offered to support families and children across the academy.</p> <p>VIG sessions to take place to support relationships and the self-esteem of pupils who require that particular intervention.</p>
School clubs and other extra-curricular activities to be available to all pupils	<p>After School Clubs to offer a range of different activities throughout the year with costs free for the most disadvantaged children.</p> <p>School Trips to commence with costs subsidised for most disadvantaged children.</p> <p>Variety of visitors invited into school to promote opportunities and drive ambition for their future lives and roles within the community and beyond.</p>
Additional resources to be made available to benefit pupils academically, socially, emotionally, physically and therapeutically	<p>Learning Mentor, CARE Team and Pupil Premium Lead in regular dialogue around disadvantaged pupils and discuss any concerns and avenues of support.</p> <p>Resources purchased throughout the year to promote more activity around school and on the playground.</p> <p>Additional books, iPads and materials to improve the library and other areas around school.</p> <p>Relax Kids and Presley Pug sessions to run throughout the year in each class across all Key Stages.</p> <p>Peace Corners to be revamped and restocked to help children self/co-regulate in class and avoid extended periods of missed learning time.</p> <p>CARE Team Lead to run whole class Sunshine Circles and interactions.</p>
Attendance levels of the most disadvantaged children to be monitored and any issues addressed through dialogue and support with families	<p>Learning Mentor, CARE Team and Pupil Premium Lead in regular dialogue around disadvantaged pupils and discuss any concerns or potential trends in school absences.</p> <p>Work with Attendance Matters Team.</p> <p>Regular dialogue between school and parents and maintain Google Classroom facilities to ensure learning opportunities are provided.</p> <p>Ensure attendance is brought up during Parent Meetings, Pupil Progress Meetings, School Events, Transition Meetings and wherever applicable.</p> <p>Research into specific barriers affecting particular attendance issues of pupils and support to remove these barriers.</p> <p>Ensure registers are completed consistently and any persistent absences are recorded by teachers and logged with Learning Mentor and Attendance Matters Team.</p>

## 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: £ 60,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD related to EBI training and support for all staff	The EEF reports that designed and systematic interventions informed by research are beneficial to closing the attainment gap. Therefore, staff need to understand the nature, purpose and specific approaches required to deliver any interventions.	1 / 2
Support in writing and reviewing class profiles	Class profiles allow teachers (and other professionals) to view, organise and effectively monitor provision in an individualised, fluid and iterative fashion (see EEF Toolkit – individualised learning, feedback etc.).	1 / 2 / 4
Employing CARE Team Lead	The EEF as well as the Sutton Trust and various other research bodies cite the importance of self-awareness, metacognition and emotional intelligence as key determiners for classroom engagement and ultimately pupil progression and increased attainment (EEF / Excellence for Everyone Programme – Challenge Partners).	1 / 2 / 4
CPD linked to tiered model of pupil provision	Much like with SEN provision, a graduated approach to provision across the academy offers staff a clear and visual model to support and provide for their pupils day to day learning. Improving teaching through a range of different courses, support styles and qualifications will also benefit pupils beyond the scope of PP (see EEF).	1 / 2 / 3
Extra support staff employed to support children in class in a variety of different ways	In order for any interventions to take place the presence of an additional adult is required to facilitate this process. Moreover, much of our provision comes down to safe relationships and the ability to communicate regularly; this is only possible with the option of another regular, safe and informed adult present.	1 / 2 / 3

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

Budgeted cost: £ 20,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Speech and Language Intervention	Research undertaken by the University of Oxford in conjunction with the DfE has found NELI to “have a positive impact on language skills”. See the report by the EEF (Evaluation Report).	1
Early Literacy Support	Although part of the National Literacy Strategy, therefore somewhat dated, the ELS/ALS programmes have supportive evidence related to impact on attainment (Paige-Smith, 2005; Hatcher et al. 2006; Bunn, 2008). These interventions will be monitored and reviewed with internal data used to support future decisions.	1
Additional Literacy Support	Although part of the National Literacy Strategy and somewhat dated the ELS/ALS programmes have supportive evidence related to impact on attainment (Paige-Smith, 2005; Hatcher et al. 2006; Bunn, 2008). These interventions will be monitored and reviewed with internal data used to support future decisions.	1
RWI Intervention and Fresh Start Programme	Read, Write Inc. has produced excellent progress for many of our pupils in school. As a result, we utilise a range of support approaches and intervention models linked to RWI. This is also consistent with our delivery in the wider curriculum and part of our universal provision offer (see Guidance reports from the EEF; Pupil Provision Model).	1
Lexia	Research has shown the positive and effective impact of Lexia (see Interventions Folder on Google Drive).	1
Reading Plus Scheme	Evidence of the impact of Reading Plus has been collected internally as we continue to run the programme as a pilot in school before a potential whole-school application. This will be reviewed in January 2022.	1
Speech and Language Therapist to be employed to work with targeted children and staff within EYFS	The EEF discusses the impact of communication and language support in the Early Years. The Early Years EEF Toolkit also highlights the benefits of a focus upon communication and language and supporting early literacy strategies (see also Rowland, 2015).	1 / 3
School-led tutoring programme to be delivered by experienced teachers and support staff	The EEF highlights through the toolkit and several of the guidance reports the impact of mentoring, tutoring and individualised support.	1

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

Budgeted cost: £ 20,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise extra-curricular opportunities (clubs/trips etc.)	The EEF discusses the importance of physical activity and other opportunities to help support vulnerable and disadvantaged pupils (see also Rowland, 2015).	2 / 3
Monitoring Attendance levels and trends and taking supportive action	Research has shown a correlation between the attendance and attainment. This disproportionately effects vulnerable, disadvantaged and PP children (see Rowland, 2015; 2017).	1 / 2 / 3 / 4
Restocking Peace Corners	Work by Bruce Perry illustrates the need for the brain to be regulated and clam in order to function and ultimately learn effectively.	2
Developing Reading and Relaxing Spaces around school	Work by Bruce Perry illustrates the need for the brain to be regulated and clam in order to function and ultimately learn effectively.	1 / 2 / 3
Free breakfast club offer	Supports nurture, regulation ethos and also helps with opportunities and attendance support. Internal data is kept on PP uptake.	1 / 2 / 3 / 4
Breakfast offer in class to support connection and nurture within school	Supports nurture, regulation ethos and also helps with opportunities and attendance support. Internal data is kept on PP uptake.	1 / 2 / 3 / 4
Subsidised school uniform for the most disadvantaged pupils	This support helps with connection and feeling a part of the school community.	1 / 2 / 3 / 4

### **Total budgeted cost: £ 100,000 (approximately)**

Even though this budgeted cost could slightly exceed the total Pupil Premium allocation provided, the academy makes up the difference due to the necessity of the provision offered.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This section details the impact that our pupil premium strategy had on pupils in the 2020 to 2021 academic year. The intended outcomes of the previous Pupil Premium strategy were set out in accordance with the recommended tiered approach outlined in the EEF guide to Pupil Premium spending 2019, and were as follows:

<b>Professional Development</b>
To ensure class profiles are used effectively and consistently by all teachers across the academy to meet the needs of Pupil Premium children.
To ensure that teachers and support staff receive ongoing appropriate training and development to support the needs of Pupil Premium children with a particular focus on the SEMH needs of pupils.
<b>Targeted Academic Support</b>
To ensure Pupil Premium children attain in line with their non-pupil premium peers through effective monitoring and specific targeted support across all year groups.
<b>Wider Strategies</b>
To monitor attendance for Pupil Premium children and ensure appropriate actions are taken in a timely manner to ensure Pupil Premium children are in school. Additionally, work with families to ensure pupils not only attend but are also not persistently late.
To ensure Pupil Premium children are supported to access enrichment and extra-curricular activities as appropriate.

As a result of COVID-19, the challenges and barriers effecting our most disadvantaged children were reflected upon and refocused:

1. Lower attainment as a result of missed learning time and being away from school for extended periods.
2. Missed opportunities as a result of lockdown and being away from the school community and environment.
3. Social and emotional challenges as a result of being away from school community and environment.

The following actions taken were designed to address these three challenges.

#### **Challenge One:**

Google Classroom for all pupils with daily check-ins from a variety of academy staff. Virtual teaching and connection activities provided via zoom lessons with the whole class, in fluid groups or targeted groups and individual if required; Daily phone calls from class teacher, CARE Team



member or support staff to support with access, emotions and engagement / understanding of academic tasks and challenges. School places were also provided when appropriate for vulnerable and key worker children.

**Challenge Two:**

Regular whole school dialogue through virtual assemblies, virtual challenges and virtual GLO Shows. Shared virtual resources and activities through the provision of a weekly CARE package to support family connection and shared activity time. Shared offers across Google Classroom throughout the school via Virtual trips, e-book libraries, film screenings and links etc. School Food Bank opened to help support local community.

**Challenge Three:**

Regular whole school dialogue through virtual assemblies, virtual challenges and virtual GLO Shows. Shared virtual resources and activities through the provision of a weekly CARE package to support family connection and shared activity time. School Food Bank opened to help support local community. Daily phone calls and zoom sessions with families from CARE Team member or wider staff to support with routine, connection or other social emotional concerns.

Our internal assessments during 2020-21 suggested that performance of our disadvantaged and vulnerable pupils was lower than in previous years. This was evident across key areas of the curriculum and therefore outcomes which our previous strategy aimed to achieve were not fully realised. Our assessment of the reasons for these outcomes not being realised points primarily to the impact of lockdown, school closure and the wider impacts of the COVID-19 pandemic. We believe the detrimental impact of school closures was mitigated somewhat by our extensive online and home learning offer through the use of Google Classroom throughout the entirety of the period of remote learning. It remains the case however, that pupil and family engagement during this period of time was also a key determining factor in lowering attainment for vulnerable and disadvantaged pupils.

Moving forward, the focus of our strategy will be to maximise the time we have in school with our most disadvantaged and vulnerable pupils by introducing and monitoring a tiered Pupil Provision Model. This will make sure our offer to all our pupils is based around outstanding teaching and understanding pupil needs.