Pupil premium strategy statement – Yarborough Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	83 (18.2%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£92,795
Recovery premium funding allocation this academic year	£10,854
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.*	£103,649

Part A: Pupil premium strategy plan

Statement of intent

At Yarborough Academy we want to provide the very best educational experience to all of the children within our care. Underpinning everything we offer our children is the Neuro-sequential Model in Education (NME). This model was pioneered by Dr. Bruce Perry and it allows our school community to be brain based in our approaches to teaching, developing and learning. Moreover, it helps us to ensure all of our children are supported academically, socially, emotionally, physically and therapeutically.

We are currently on a journey to becoming more trauma-informed, which means creating therapeutic spaces, environments, policies, pedagogies and practices to benefit all of our children. We understand that these actions will be particularly beneficial for our most disadvantaged and vulnerable children. Access to high-quality teaching is at the heart of our strategy because the impact of outstanding teaching is shown as being the single greatest determiner in closing the attainment gap for disadvantaged and vulnerable children. Furthermore, we want to create a family and community ethos within school in which all children feel cared for, safe and included so that they are ready to grow, love and go over and above in reaching their potential.

This strategy builds upon the actions outlined in the 2021-24 document and identifies new areas for development following the previous review and evaluation process. The specific challenges facing our disadvantaged and vulnerable pupils are explained, with a detailed series of the intended outcomes we aim to achieve, in order to overcome these challenges. A tiered breakdown of our overall strategy, in terms of teaching, targeted support and wider initiatives is then depicted alongside the allocated expenditure. Finally, an illustration of the impact and progress of the previous academic year is presented.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics (Oracy) and Reading (Comprehension/Vocabulary)</u> According to internal teacher assessment data and the Pupil Premium review process (2021-22), disadvantaged and vulnerable children in EYFS and KS1 are considerably outperformed by their peers. Reading and writing are of particular concern. This phenomena is illuminated further when analyzing the latest Phonics Screening results data. Assessments and discussions with staff also indicate that reading,

	particularly in KS1 but across the academy as a whole, is an area of development. This challenge (or barrier) is now a central tenant of the academies improvement plan.
2	Family Engagement and Relationships During teacher voice exercises, many staff reference parental engagement with the school as a point of concern in respect of limiting children's progress and outcomes. Families have social and emotional difficulties, including mental health issues and have experienced intergenerational trauma. This has been further compounded by the effects of lockdown during the COVID-19 pandemic. Internal assessments and discussions support findings from national studies and research that homes contain more domestic abuse and that children are increasingly growing up with experience of adverse childhood experiences (ACEs). Internal referrals from class teachers to YA CARE highlight the need to support vulnerable and disadvantaged children who are struggling with impulse control, concentration, peer relationships and attachment. As such, engaging and working with families, by providing support, therapy and immersing them into our school life, community, practices, pedagogies and therapy is a key component of this strategy.
3	Attendance and Belonging Recent internal data illustrates that attendance for our vulnerable and disadvantaged children is a growing cause for concern. Persistent absenteeism, for these children specifically, has increased significantly since returning from the pandemic. The links between challenge 2 and challenge 3 highlight the need to ensure our engagement, communication and support for families is presented clearly and compassionately in line with our trauma informed and brain based approach. We will help more families, disadvantaged and vulnerable children by ensuring they are present in school and consider themselves a central part of the school community.
4	Aspiration, Opportunity and Connection Many of our disadvantaged and vulnerable children are limited by the manifestation of a perpetual cycle that embodies a culture of low aspiration, limited learning experiences beyond their home life and immediate community and lack of access to resources, technology and wider opportunities. Inclusion, connection and establishing a culture of high aspirations and expectations for all children is vital. At Yarborough Academy, this mission and belief holds true for all members of our school family.

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
Disadvantaged and Vulnerable Children coordination meetings to take place with a focus upon joined-up provision, delivery of outcomes and specific monitoring and evaluation of provision for disadvantaged and vulnerable children.	SENDCo, CARE Team Lead and Pupil Premium Champion to write and present Action Plans for specific areas of responsibility. Meetings to take place every half-term to discuss actions, provision, planned monitoring, encountered problems and coordinated responses in relation to disadvantaged and vulnerable children and families. Effective monitoring takes place with reports published and shared across the academy to outline next steps and share success. Regular pupil provision check-ins to take place.
Read Write Inc. Phonics to be delivered effectively across EYFS and Key Stage One to ensure disadvantaged and vulnerable pupils reach the expected standard.	Staff CPD delivered to ensure effective teaching of both phonics, RWI interventions and speed sound sessions. Pupil voice shows more vulnerable and disadvantaged children enjoy phonics. Teacher assessment data and summative assessment data shows attainment gap narrowing across the academy. Additional phonics support highlighted and monitored effectively on the Class Profiles. The percentage of vulnerable and disadvantaged children passing the statutory phonics screening check is above national average by end of this current strategy period (2025). Monitoring of phonics teaching and Speed Sound sessions to be conducted with best practice shared across the academy.
Reading opportunities and the specific teaching of reading to be embedded more across the whole curriculum and promoted throughout the academy to ensure the gap between PP children and non-PP children is reduced across all year groups.	Reading Plus to be monitored and examples of good practice shared with staff. English Lead to explore different ways to incorporate more reading opportunities into the curriculum with specific examples shared with staff and piloted across the academy. Guided Reading to be delivered across the academy with a particular focus upon developing reading skills, such as comprehension and improved understanding of vocabulary (specifically tiered vocabulary).

	Pupil voice shows more vulnerable and disadvantaged children enjoy reading.
	Teacher assessment data and summative assessment data shows attainment gap narrowing across the academy over the course of this strategy.
Responsive Teaching to be common practice in all classrooms with disadvantaged and vulnerable children identified for support during quality first teaching and misconceptions being visibly addressed through feedback and assessment for learning strategies.	Responsive teaching and fluid interventions to be clear in pupil's books and evident in teaching practice across learning walks, observations and book trawls (in line with findings of previous Pupil Premium Review process (2021-22).
	Targets for vulnerable and disadvantaged pupils evident on Class Profiles.
	Pupil voice indicates pupils know their targets and what they are working on (especially our vulnerable and disadvantaged children).
	All classroom staff can speak confidently about the children in their care and understand, through effective assessment, their targets and next steps.
	Transition arrangements across year groups and classes discuss pupil progress and illustrate an individual's targets and gaps in learning and understanding more comprehensively.
New Attendance Policy to be in place with accompanying interventions and potential solutions presented. Patterns and trends of persistent absenteeism to be more readily identified.	Attendance Policy written, presented to SLT and Governors and published on school website.
	New practices to be shared with school community (including families and staff) with appropriate CPD and training around roles, responsibilities and interventions delivered by Pupil Premium and CARE Team Lead.
	Attendance across the academy remains a high priority with overall school attendance remaining consistent with historical trends of achieving 94% whole school attendance annually.
	Persistent absenteeism decreases significantly (below 10% by the end of this strategy period – 2024-25).
	All staff to be confident in how they approach attendance and evidence of effective interventions for tackling attendance issues is evident on Class Profiles and shared across the academy.
Outdoor Learning Curriculum to be delivered to all children across the academy by a qualified teacher trained in the Forest Schools approach and pedagogy.	Qualified teacher to complete Forest Schools training and accreditation.
	Outdoor Learning Curriculum to be delivered to all pupils across all Key Stages of the academy.

	Pupil voice to illustrate positive experiences of this provision for vulnerable and disadvantaged children.
CARE Team to see a range of disadvantaged and vulnerable children and families from across the academy.	CARE Team Lead to assess pupils and families requiring most support from across the academy. Information to be shared across CARE Team, SENDCo and Pupil Premium Champion. CARE interventions to be delivered and monitored through supervision (from CARE Team Lead), Pupil Voice and use of SDQs. Disadvantaged and vulnerable families to report and feedback on experiences and interaction with the academy in a positive way. Children to benefit from interventions (through SDQ analysis) and engage more in the academic curriculum and class community as a result.
Family Engagement to be promoted across the academy through a variety of different actions and events.	Academy to run regular events throughout the academic year which promotes and celebrates the school community and Team YA. Families to receive regular communication from the school via newsletters from classes, regular Twitter posts, Google Classroom for Remote Learning contingency and Head Teacher newsletters each term. SLT to run a series of family workshops aimed at promoting the YA Way and the approaches, practices, pedagogies and ethos that underpin all of our work. Families, particularly those who are vulnerable and disadvantaged, to benefit from this process by making school more family friendly and welcoming through access to therapy, BUSS, Reflexology, coffee mornings and additional Special grown-up meetings. Transition meetings with new teachers to be built in during handover. Information evenings to take place around statutory assessments and how home learning can benefit your children.
National Tutoring Programme to be delivered in the academy. Initially to Year 5 and 6 pupils before encompassing KS1 and lower KS2 pupils.	Staff to be allocated to deliver NTP. Pupils to be selected, through assessment data, to take part in NTP sessions. High percentage of vulnerable and disadvantaged children to have accessed NTP. Pupils engaged in the NTP to make increased progress.

Class Profiles to continue to be utilised across the academy with monitoring and evaluation from Senior Leaders to take place more frequently in relation to pupil progress, targets and overall provision.	All Class Profiles to be completed and reviewed by class teachers.
	Interventions, provision, targets and up to date data to be accessible and outlined on Class Profiles.
	Monitoring from SLT of Class Profiles to be regular and fluid: Assessment Lead, Maths Lead, SENDCo, CARE Team Lead, Pupil Premium Lead, English Lead and Pupil Progress Meetings.
	Academic interventions to show clear start points and baselines with progress identifiable through clear quantitative analysis and internal qualitative data.
	CARE interventions to show clear start points and baselines with progress identifiable through clear quantitative analysis and internal qualitative data.
Inclusion Support Staff to be deployed across the academy in areas of specific need to be best support disadvantaged and vulnerable children.	Vulnerable and disadvantaged children identified across the academy and represented on Class Profiles.
	Inclusion Support Staff, as well as teachers, to be clear on who these children are and what their specific role is in supporting those children.
	Inclusion Support Staff to receive continual CPD and support from the academy to maximise their effectiveness and the impact they have on our vulnerable and disadvantaged children.
	Deployment of resources to be clear, established and consistent in line with internal data and assessment of need. This deployment to be coordinated directly by SENDCo and CARE Team Lead and discussed during Vulnerable and Disadvantaged children coordination meetings.
	Impact of Inclusion Support Staff to be reviewed during annual Pupil Premium Review process and during coordination meetings.

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: £16,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Enhanced Reading Provision	Strong evidence from a range of academic sources including the EEF which illustrates the importance of developing vocabulary and comprehension strategies within reading during KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 And also within KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
CPD for all staff in line with curriculum development, cognitive science and trauma informed approaches in education	Training for staff must be purposeful and align with the academies strategic vision: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Moreover, it must also relate to curriculum content and teaching practices which maximise pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3, 4
Responsive Teaching training through CPD and the reintroduction of lesson studies and buddy teaching	Research highlights the importance of evaluating your own practice and ability to reflect. This is both relevant for staff and also pupils. See article on metacognition: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition And also research on Professional Development and Instructional Coaching such as Walk-Thrus: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Class Profiles reviewed, analysed and monitored	Internal research has shown that teachers and leaders value the fact that interventions, data and targets are collated into one accessible place and reviewed regularly to ensure progress is sustained.	1, 2, 3, 4

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

Budgeted cost: £71,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1
Reading Plus Scheme	Research has shown that Reading Plus has a positive impact upon advancing the reading skills of a range of pupils. Our own internal data is beginning to lend weight to this conclusion.	1
Evidence Based Interventions to be delivered across the academy (academic/CARE)	The EEF reports that designed and systematic interventions informed by research are important to closing the attainment gap: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Specifically, in respect of reading comprehension: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Moreover, a regulated brain is a brain that is ready for learning.	1, 2, 3, 4
Inclusion Support Staff CPD, deployment and management	Research argues that effectiveness of support staff lies in the specific deployment, management and focus of the support staff as well as their access to regular, sustained and relevant CPD:	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
NELI to be delivered in EYFS	There is a strong evidence base that suggests oral language interventions, such as NELI, high-quality classroom discussion and others, are inexpensive to implement with high impacts on speech and language and reading: Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1, 4
Speech and Language Therapist to be employed to work with target children	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: Oral language interventions	EEF (educationendowmentfoundation.org.uk)	1, 2, 4

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

Budgeted cost: £15,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment (After School Clubs and School trips)	Providing opportunities for pupils in a safe, relational and consistent environment for children means they can focus upon the experience and not shift focus onto survival and other instinctive behaviours. This approach also supports connection and belonging as PP pupils are able to access these opportunities as a matter of priority.	2, 3, 4
Peace Corners (Redesigned)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 3, 4
Everyday Essentials	A wealth of research supports the importance of Social and Emotional Learning. Our Everyday Essentials embody this aspect of the curriculum as well as support our Brain based work linked to CARE.	2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Breakfast Club	Supports nurture and aligns with our wider ethos. We want all pupils to feel safe and that they are cared for and belong at YA.	2, 3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	A multiplicity of research sets out the importance of attendance at all stages of education. Furthermore, analysis undertaken by the EEF shows that working with parents and families in this regard can lead to a range of other benefits. Some of which are outlined in the following guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3, 4
School Uniform Subsidy	Research shows that uniforms add to a sense of shared identity and promote belonging. It is important that all staff and pupils feel like they are a part of the school community and that they are involved in Team YA: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_searchh&search_term	2, 3, 4

Total budgeted cost: £103,738

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2021-22 academic year, the Pupil Premium Lead and the Headteacher conducted a review of the Pupil Premium Strategy. This review focused upon analysing the intended outcomes of the 2021-2024 Pupil Premium strategy and their progress during the first year of implementation (2021-22). The review process also considered the internal data and assessment of Pupil Premium children. It was based upon this review process, as well as internal discussions with SLT and teaching staff, that the 3-year strategy could then be updated and adjusted accordingly.

The monitoring report concluded that the academy had taken strides toward achieving many of the intended outcomes during the first year of implementation and that many of the intended outcomes should continue in place and form a part of the strategy moving into the next academic year.

The data published below, which was our first complete data since the pandemic, was used in order to adjust the Pupil Premium strategy and refocus the academies overall development and improvement plan moving forward.

Year 6 SATs

PUPIL PREMIUM - 11					Subject	Below	Expected
Subject	**WTS**	**EXS**	**GDS**		**Subject**	**Below**	**Expected**
Mathematics	27%	64%	9%		Mathematics	27%	73%
Reading	18%	64%	18%		Reading	18%	82%
Writing	27%	73%	0%		Writing	27%	73%
Grammar, Punctuation & Spelling	18%	55%	27%		Grammar, Punctuation & Spelling	18%	82%
Combined	55%	45%	0%		Combined	55%	45%
					AVERAGE	29%	71%

NON PUPIL PREMIUM - 44					Subject	Below	Expected
Subject	**WTS**	**EXS**	**GDS**		**Subject**	**Below**	**Expected**
Mathematics	39%	41%	20%		Mathematics	39%	61%
Reading	32%	50%	18%		Reading	32%	68%
Writing	32%	66%	2%		Writing	32%	68%
Grammar, Punctuation & Spelling	36%	43%	21%		Grammar, Punctuation & Spelling	36%	64%
Combined	50%	48%	2%		Combined	50%	50%
					AVERAGE	38%	62%

Year 2 SATs

PUPIL PREMIUM - 10							
Subject	**WTS**	**EXS**	**GDS**		**Subject**	**Below**	**Expected**
Mathematics	60%	40%	0		Mathematics	60%	40%
Reading	60%	40%	0		Reading	60%	40%
Science	60%	40%	0		Science	60%	40%
Writing	70%	30%	0		Writing	70%	30%
Combined	70%	30%	0		Combined	70%	30%
					AVERAGE		37.5%

Non PUPIL PREMIUM - 50							
Subject	**WTS**	**EXS**	**GDS**		**Subject**	**Below**	**Expected**
Mathematics	30%	56%	14%		Mathematics	30%	70%
Reading	26%	52%	22%		Reading	26%	74%
Science	12%	82%	6%		Science	12%	88%
Writing	36%	62%	2%		Writing	36%	64%
Combined	38%	62%	0		Combined	38%	62%
					AVERAGE		74%

While the figures above illustrate the performance of Pupil Premium children in Year 6 and Year 2 against non-Pupil Premium children. The figure below highlights whole school attainment across each year group and compares the Pupil Premium attainment against the attainment of non-Pupil Premium children.

Whole School Teacher Assessment Data – Year 1-6

PUPIL PREMIUM - 72		
Subject	**Below**	**Expected**
Mathematics	38.89%	61.11%
Reading	40.28%	59.72%
Writing	51.39%	48.61%
Combined	56.95%	43.06%
AVERAGE	43.52%	56.48%

NON PUPIL PREMIUM - 267		
Subject	**Below**	**Expected**
Mathematics	25.85%	74.16%
Reading	26.59%	73.41%
Writing	35.58%	64.42%
Combined	39.70%	60.30%
AVERAGE	29.34%	70.66%

The data represented above will be used as a baseline from which the effectiveness of this strategy will be judged in the following years. In line with DfE recommendations, direct comparisons from previous years are not made – due to the impact of COVID-19 and school closures. Moreover, local authority comparisons have also been avoided following the caution expressed by the DfE in drawing such comparisons. This data is taken from internal teacher assessments and diagnostic assessments.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	