

# The Federation of the Church Schools of Shalfleet and Yarmouth - Pupil Premium Strategy Statement 2021

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.

## Yarmouth C.E. School Overview

Detail	Data
School name	Yarmouth C.E. Primary
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	38 pupils (28%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elizabeth Grainger Headteacher
Pupil premium lead	Georgina Westhorpe Deputy Headteacher
Governor / Trustee lead	Caroline Weeks Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,842
Recovery premium funding allocation this academic year	£4,930
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	£55,772

# Part A: Pupil premium strategy plan

## Statement of intent

At the Federation of the Church Schools of Shalfleet and Yarmouth our Mission Statement outlines that our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives.

- Our staff are dedicated to engaging every child in learning across a broad curriculum.
- We celebrate the achievements and successes of all.
- Our schools are safe, happy and welcoming, promoting high standards and good behaviour.
- We foster a culture of mutual respect by nurturing kindness, tolerance and acceptance of diversity.
- Together we have strong partnerships and positive relationships between children, staff, parents, carers, governors and the wider community.
- We prepare children for the opportunities, responsibilities and experiences of a changing world.

We believe all pupils have the right to make the very best progress, no matter what challenges their life brings – including all vulnerable pupils such as Young Carers and pupils with support around the family in the form of Children’s Services.

Our ultimate objective is for all our pupils, whether identified as disadvantaged or not to achieve the very best they can, including making good progress from their starting points with us. We recognise that this will mean progress in pupil’s readiness to learn, in some cases to make accelerated progress, reach ARE or Greater Depth as the individual targets dictate.

High quality teaching is at the centre of all we do with an emphasis on personalised learning providing the pupils with the correct intervention, support or challenges to meet their needs which has been proven to be most effective in closing the disadvantage gap. We use our Pupil Premium menu to consider each child’s attainment, progress, barriers to learning and cultural capital to match intervention and provision to the child’s needs in order for them to have a balanced, enriching curriculum.

Our strategy is also integral to wider school plan for education recovery, notably in its targeted support through carefully selected Government initiatives for pupils whose education has been worse affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1 FDP focus area 1 + 4	<b>Maths</b> Internal assessments show that fluency, place value, confidently securing the number system and the four operations for disadvantaged pupil’s is lower than

	that of non disadvantaged pupils, this has been exacerbated by the Covid -19 pandemic.
2 FDP focus area 2 + 4	<p><b>Reading</b></p> <p>Internal assessments of the pupils indicate that disadvantaged pupil's fluency, speed and inference in reading is comparatively lower than that of non-disadvantaged pupils within our school.</p> <p>Internal assessments indicate the breadth and quality of disadvantaged pupil's reading is more limited at home than that of our non-disadvantaged pupils, this was highlighted through the Covid-19 pandemic</p>
3 FDP focus area 2 + 4	<p><b>Phonics</b></p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Year 2 Phonics test Autumn 2021 show that 60% of disadvantaged pupils did not achieve a pass compared to only 22% of non disadvantaged pupils.</p>
4 FDP focus area 3 + 4	<p><b>Cultural Capital and Wider Community Experiences</b></p> <p>Through internal data and our knowledge of pupil's and families, we have identified a number of disadvantaged pupils who have limited Cultural and Community experiences.</p> <p>We have considered each of our disadvantaged pupils on an individual basis and identified gaps in their cultural and community experience. We have adapted our curriculum offer to ensure that each child has enriching experiences to close the gap between them and non-disadvantaged pupils.</p>
5 FDP focus area 5	<p><b>Active Bodies and Healthy Minds – Wellbeing</b></p> <p>Our wellbeing survey indicated that many of our pupils were negatively affected by the CV-19 pandemic – the results suggested that pupils felt isolated, lonely and anxious – this was more prevalent in older pupils at our school. Alongside this, we have had a rise in parental and teacher concerns for the wellbeing of a growing number of pupils which has translated into higher levels of referrals to our pastoral team.</p> <p>Through internal observations and from the wellbeing survey results, we have been concerned about pupil's physical health and fitness levels. We have been concerned about the number of pupils who have been inactive during the last 2 years and display a lack of resilience during physical activity.</p>

## 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 by 2024	Success criteria by 2024
<p><b>Maths</b></p> <p>By 2024, attainment and/or progress in Maths for disadvantaged pupils will be in line with our non-disadvantaged pupils at ARE and Greater Depth</p>	<p>Each year, from 2021 the gap between disadvantaged pupils and non-disadvantaged pupils reaching ARE and Greater Depth in Maths, will narrow</p>

<p>By 2024, attainment and/or progress in Maths for disadvantaged pupils will be in line with National averages.</p>	<p>By 2024, the percentage of disadvantaged pupils attaining ARE in Maths at the end of year 2 and year 6, will be in line with our non-disadvantaged pupils</p> <p>By 2024, the percentage of disadvantaged pupils making at least expected progress in Maths at the end of year 2 and year 6 will be in in line with National Averages</p> <p>By 2024, the percentage of disadvantaged pupils attaining Greater Depth in Maths will have increased in line with our non-disadvantaged pupils</p>
<p><b>Reading</b></p> <p>By 2024, attainment and/or progress in Reading for disadvantaged pupils will be in line with our non-disadvantaged pupils at ARE and Greater Depth</p> <p>By 2024, attainment and/or progress in Reading for disadvantaged pupils will be in line with National averages.</p>	<p>Each year, from 2021 the gap between disadvantaged pupils and non-disadvantaged pupils reaching ARE and Greater Depth in Reading, will narrow</p> <p>By 2024, the percentage of disadvantaged pupils attaining ARE in Reading at the end of year 2 and year 6, will be in line with our non-disadvantaged pupils</p> <p>By 2024, the percentage of disadvantaged pupils making at least expected progress in Reading at the end of year 2 and year 6 will be in in line with National Averages</p> <p>By 2024, the percentage of disadvantaged pupils attaining Greater Depth in Reading will have increased in line with our non-disadvantaged pupils</p>
<p><b>Phonics</b></p> <p>By 2024, a higher percentage of disadvantaged pupils will pass the phonics screen test in line with the percentage of non-disadvantaged pupils</p>	<p>Each year, from 2021 the gap between disadvantaged pupils and non-disadvantaged pupils passing the phonics test, will narrow</p> <p>By 2024, the percentage of disadvantaged pupils passing the phonics screen will be in line with the percentage of non-disadvantaged pupils</p>
<p><b>Cultural Capital and Wider Community Experiences</b></p> <p>By 2024, all disadvantaged pupils will have had Cultural experiences, addressing their gaps in experience</p>	<p>Gaps in experience have been identified for all disadvantaged pupils</p> <p>Activities have taken place ensuring that the gaps in experience have been addressed for all disadvantaged pupils increasing their cultural experiences</p>

By 2024, all disadvantaged pupils will have had the chance to represent the school at a wider Community event	Disadvantaged pupils will have represented the school at Community events increasing their sense of Community
<p><b>Active Bodies and Healthy Minds – Wellbeing</b></p> <p>By 2024, disadvantaged pupils mental wellbeing will have improved through the embedding of our Conscious Community</p> <p>By 2024, disadvantaged pupil’s life experiences and chances will have greatly improved through the development of relationships with disadvantaged families</p> <p>By 2024, disadvantaged pupils health and fitness levels will have significantly improved thus impacting on their life chances and experiences</p>	<p>Conscious Community is introduced and embedded across the Federation</p> <p>A Conscious Community team is established across the Federation including disadvantaged pupils</p> <p>The wellbeing survey of the pupils shows that the Conscious Community has impacted the pupils mental health positively</p> <p>The number of families supported by the school will have increased, ensuring positive relationships and better life chances for the pupils.</p> <p>The number of families open to Early Help will have increased and the number of referrals for identified disadvantaged families to Children’s Services will have reduced.</p> <p>Disadvantaged pupils will have been identified to represent the school in Sports Events</p> <p>The number of disadvantaged pupils representing the school in Sports will have increased either in Clubs, Tournaments</p> <p>Disadvantaged pupils will have been offered the opportunity to take part in Sports/Active Clubs and Events</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

Budgeted cost: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths		

Maths Mastery/CPA approach staff training – teachers and LSAs led by Debbie Lewis Maths Specialist	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1
Release time for Debbie Lewis Maths Specialist to monitor Maths learning and recovery curriculum and ensuring high quality first teaching	See above	1
Maths Mastery staff training release time through the NCETM	See above	1
<b>Reading</b>		
Reading approach staff training – teachers and LSAs led by Daryl Isaac English Lead and Lisa Karalius (Hants) to deliver Reading Journals training and development of the Learning Journey in Writing	The DfE non – statutory guidance has been produced to support the approaches we are taking within reading and writing:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2
Release time for Daryl Isaac English Specialist to monitor English learning and recovery curriculum and ensuring high quality first teaching	See above	2
<b>Phonics</b>		
Phonics approach staff training – teachers and LSAs led by Little Wandle	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<b>Cultural Capital</b>		

Staff Meeting time dedicated to considering the Cultural Capital of each disadvantaged pupil. Time to plan an enriching curriculum which addresses the Cultural gaps.	Research suggests Arts participation has a moderate impact for low cost:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
<b>Active Bodies, Healthy Minds</b>		
Staff meeting time to introduce and embed the Conscious Community wellbeing approach	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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Time within classes to introduce and embed the Conscious Community approach	See above	5
Staff Meeting time to ensure that active learning is increased within the curriculum – including physical activity, sensory breaks and outdoor learning	The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.  Participating in sports and physical activity is likely to have wider health and social benefits.  There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	5

## Targeted Academic Support

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Maths</b>		

<p>Subsidising 25% of the cost of teachers/HLTAs running small group tuition in Maths (75% funded through the School Led Tutoring Grant).</p>	<p>EEF Teaching and Learning Toolkit – One to one tuition – High impact for moderate cost based on moderate evidence.</p> <p>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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>3<sup>rd</sup> Spaced Learning for identified disadvantaged pupils</p>	<p>EEF Teaching and Learning Toolkit – One to one tuition – High impact for moderate cost based on moderate evidence.</p>	<p>1</p>
<p><b>Reading</b></p>		
<p>Subsidising 25% of the cost of teachers/HLTAs running small group tuition in Reading (75% funded through the School Led Tutoring Grant).</p>	<p>EEF Teaching and Learning Toolkit – One to one tuition – High impact for moderate cost based on moderate evidence.</p> <p>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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Purchase of a range of high quality reading books and text drivers for use across all year groups in the Federation to drive reading comprehension and inspire writing experiences</p>	<p>Our approach is supported by the strategies suggested in the teaching and learning toolkit:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2</p>
<p><b>Phonics</b></p>		
<p>Purchased 'Little Wandle Letters and Sounds' a DFE validated SSP Programme to secure stronger phonics teaching for all pupils</p>	<p>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:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

Interventions in place for all pupils in phonics in Key Stage 1 and those pupils with spelling weaknesses in Key Stage 2		
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## Wider Strategies

Budgeted cost: £9,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Cultural Capital</b>		
Development of Extra-Curricular Clubs to further enrich the pupil's curriculum experience	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4,5
Increase in School Trips to provide pupils with wider cultural enrichment experiences	<p>Due to living on an Island, off Island cultural/enriching experiences are essential for all our pupils especially those identified as disadvantaged</p> <p>We have seen benefits for our pupils in their confidence, social skills, resilience and aspiration in providing them with off Island experiences</p>	4
Development of Sports Clubs, Competitions and Tournaments to increase pupil's physical fitness levels, developing resilience and team work skills	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</p>	4, 5
1:1 Music Sessions for pupils to contribute to their Cultural Capital	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	4

and Curriculum Enrichment	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<b>Active Bodies, Healthy Minds</b>		
Development and embedding of the Conscious Community agenda across the school	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Development of the ELSA team (including training for an additional ELSA) providing pupils with emotional support and strategies to develop self help	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Outdoor Learning –we have further developed our Outdoor Learning provision to support pupils with their social and life skills including Forest Schools training for our Outdoor Learning Leader	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4,5
Development of the Pastoral Team, creating a Social Skills and Life Skills Group in order to support pupils with their relationships and independence	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
We have developed our Inclusion Team (with the introduction of an Inclusion Officer) to develop our relationships and offer further support for our families (i.e. Early Help)	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
Zones of Regulation	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £55,772**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **Catch-up Premium**

The Catch-up Premium helped to support all of our pupils in making progress in all areas, despite the challenges of the Covid-19 national lockdowns. The money was invested in high quality resources (Maths Mastery resources, high quality reading texts) to support quality first teaching for all, as well as focused small group interventions run by their teachers. The combination of both of these meant that our pupils had carefully planned, rigorous learning to help them recover any lost learning.

The end of year data for 2020-2021 shows that there was progress in reading, writing and maths for the vast majority of pupils in every year group in recovering lost learning between April 2021 and July 2021.

It also shows that for the academic year 2021-2022 our focus needs to be on recovering lost learning and skills in reading (especially fluency, speed and inference), writing (especially spelling and writing at length) and maths (securing the number system, fluency and in the application of the 4 operations), as there were still pupils who had not fully recovered lost learning since March 2020.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Our intended outcome of using the Catch Up Premium was to invest in first-quality teaching and learning to ultimately get pupils back on track, through rigorous diagnostic assessment that informed our planning. Our end of year attainment, as well as the individual progress made by each pupil, shows this progress has been made and will continue to build this academic year.

## Externally provided programmes

Programme	Provider
Little Wandle	Letters and Sounds Little Wandle Learning Trust
3 <sup>rd</sup> Space Learning	3 <sup>rd</sup> Space Learning in Partnership with the National Tutoring Program
Forest School Training	Hampshire and Isle of Wight Wildlife Trust
ELSA training	Hampshire Services, ELSA network