

The Federation of the Church Schools of Shalfleet and Yarmouth - Pupil Premium Strategy Statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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 | 138 |
| Proportion (%) of pupil premium eligible pupils | 33 pupils (24%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | £52,270 |
| Recovery premium funding allocation this academic year | £6598 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £58868 |

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 pupils 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 pupils, staff, parents, carers, governors and the wider community.
- We prepare pupils 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 integral to wider school plan for education recovery, notably in its targeted support through carefully selected Government initiatives for pupils whose education 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 | Maths - Internal assessments show that fluency, place value, confidently securing the number system and the four operations for disadvantaged pupils |

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| | <p>is lower than that of non-disadvantaged pupils in some identified Key Stage 2 Classes</p> <p>We have found that in some identified classes disadvantaged pupils are less likely to reach GDS in comparison to non-disadvantaged pupils due to their lack of confidence in reasoning and in the use of mathematical language</p> |
| <p>2 FDP focus area 1</p> | <p>Reading</p> <p>Internal assessments of the pupils indicate that disadvantaged pupil's fluency, speed and inference in reading is lower than that of non-disadvantaged pupils within our school, in some identified classes the number of disadvantaged pupils reaching GDS is less than non-disadvantaged pupils</p> <p>Writing</p> <p>In some UKS2 classes, we have identified that fewer disadvantaged pupils reach ARE and GDS in writing in comparison to non-disadvantaged pupils. This is due to breadth of vocabulary, sentence types and the ability to modify the style of writing for purpose.</p> |
| <p>3 FDP focus area 1</p> | <p>Phonics</p> <p>At Yarmouth, 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 1 phonics tests show that 50% of disadvantaged pupils did not achieve a pass (please note our very small numbers of disadvantaged numbers which do affect the value of the %).</p> |
| <p>4 FDP focus area 1, 3 + 4</p> | <p>Cultural Capital and Wider Community Experiences</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> |
| <p>5 FDP focus area 1, 2, 4</p> | <p>Active Bodies – Conscious Community – Wellbeing</p> <p>Through internal observations and from the wellbeing survey results, we have been concerned about pupil's physical health and fitness levels as a result of the ongoing effects of the CV-19 pandemic as well as the recent cost of living crisis which has impacted families' ability to make healthy choices.</p> <p>We have also been concerned about the increase in the number of pupils experiencing poor mental health and the effect on their wellbeing and ability to learn.</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.

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| Intended outcome by 2024 | Success criteria by 2024 |
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| <p>Maths</p> <p>To raise attainment and/or progress in Maths for disadvantaged pupils so that it is in line with our non-disadvantaged pupils at ARE and Greater Depth by 2024</p> <p>To raise the attainment and/or progress in Maths for disadvantaged pupils so that it is in line with National averages by 2024.</p> | <p>Each year, from 2022 the gap between disadvantaged pupils and non-disadvantaged pupils reaching ARE and Greater Depth in Maths, will narrow</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>Reading</p> <p>To raise attainment and/or progress in Reading for disadvantaged pupils so that it is in line with our non-disadvantaged pupils at ARE and Greater Depth by 2024.</p> <p>To raise attainment and/or progress in Reading for disadvantaged pupils so that it is in line with National averages by 2024.</p> | <p>Each year, from 2022 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>Phonics</p> <p>To ensure a higher percentage of disadvantaged pupils pass the phonics screen test, bringing it in line with the percentage of non-disadvantaged pupils by 2024.</p> | <p>Each year, from 2022 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>Cultural Capital and Wider Community Experiences</p> | <p>Gaps in experience have been identified for all disadvantaged pupils</p> |

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| <p>To give all disadvantaged pupils Cultural experiences, addressing their gaps in experience by 2024</p> <p>To give all disadvantaged pupils the chance to represent the school at a wider Community event by 2024</p> | <p>Activities have taken place ensuring that the gaps in experience have been addressed for all disadvantaged pupils increasing their cultural experiences</p> <p>Disadvantaged pupils will have represented the school at Community events increasing their sense of Community</p> |
| <p>Active Bodies and Conscious Community – Wellbeing</p> <p>In line with our three year plan we plan:</p> <p>To improve the mental wellbeing of all disadvantaged pupils will have through the embedding of our Conscious Community</p> <p>To greatly improve disadvantaged pupils’ life experiences and chances through the development of relationships with disadvantaged families</p> <p>To significantly improve the health and fitness levels of disadvantaged pupils 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: £22,400

| 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 | <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 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 |
| Reading | | |
| 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 | <p>The DfE non – statutory guidance has been produced to support the approaches we are taking within reading and writing:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1 |
| Release time for Daryl Isaac English Specialist to monitor English learning and recovery curriculum | See above | 1 |

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| and ensuring high quality first teaching | | |
| Phonics | | |
| Phonics approach staff training – teachers and LSAs led by Lisa Karaliua using the Little Wandle approach | 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 |
| Cultural Capital | | |
| 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1,3,4 |
| Active Bodies, Conscious Community | | |
| Staff meeting time/Development Day time to embed and develop 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1,2,4 |
| Time within classes to embed and develop the Conscious Community approach | See above | 1,2,4 |
| 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. | 1,2,4 |

Targeted Academic Support

Budgeted cost: £24,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maths | | |
| The cost of teachers/HLTAs running 1:1/small group intervention in Maths | <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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| Reading | | |
| Cost of teachers/HLTAs running small group/ 1:1 tuition in Reading. | <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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| 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>Our approach is supported by the strategies suggested in the teaching and learning toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1 |
| Phonics | | |
| Continue to use the 'Little Wandle | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word | 1 |

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| <p>Letters and Sounds' a DFE validated SSP Programme to secure stronger phonics teaching for all pupils</p> <p>Interventions in place for all pupils in phonics in Key Stage 1 and those pupils with spelling weaknesses in Key Stage 2</p> | <p>reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
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Wider Strategies

Budgeted cost: £12468

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Cultural Capital | | |
| <p>Development of Extra-Curricular Clubs to further enrich the pupil's curriculum experience</p> | <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 1,3,4 |
| <p>Increase in School Trips to provide pupils with wider cultural enrichment experiences</p> | <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> | 1,3,4 |
| <p>Development of Sports Clubs, Competitions and Tournaments to increase pupil's physical fitness levels, developing resilience and team work skills</p> | <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> | 1,3,4 |

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| | There are wider benefits from regular physical activity in terms of physical development, health and wellbeing, other potential benefits have been reported such as improved attendance | |
| 1:1 Music Sessions for pupils to contribute to their Cultural Capital and Curriculum Enrichment | <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 1,3,4 |
| Active Bodies, Conscious Community | | |
| 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,4 |
| Embedding of the ELSA team (including ongoing supervision) 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,4 |
| 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | 1,2,4 |

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| <p>Development of the Pastoral Team, developing the types of support on offer to pupils and families including the Mental Health Support Team to support pupils with their relationships and independence</p> | <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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1,2,4</p> |
| <p>We will further embed our Inclusion Team (including the Inclusion Officer) to develop our relationships and offer further support for our families (i.e. Early Help)</p> | <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 pupil's aspirations and achievement over the longer term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1,2,4</p> |
| <p>Zones of Regulation</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,4</p> |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>1,2,4</p> |

Total budgeted cost: £58868

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 2021 to 2022 academic year.

Catch-up Premium

The Catch-up Premium helped to support all of our pupils in making progress in all areas, despite the challenges of CV-19 and subsequent economic crisis. 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 2021-22 shows that there was progress in reading, writing and maths for all pupils in every year group. With identified year groups, disadvantaged pupils performing very well in line with National Averages.

It also shows that for the academic year 2022-23 our focus needs to continue 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).

We were able to provide our pupils with a range of cultural experiences which were targeted for certain disadvantaged pupils. This significantly increased their Cultural Capital, knowledge and interest in the world around them.

The development of the ELSAs and the Pastoral team was integral to the improved wellbeing of pupils and families. We have an increase in the number of families seeking our support and in turn their pupils' life experiences and education is improving as a result. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

| Programme | Provider |
|---------------|--|
| Little Wandle | Letters and Sounds Little Wandle Learning Trust |

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|--------------------------------|--|
| 3 rd Space Learning | 3 rd 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 |
| NCETM Maths Training | NCETM |