

# Pupil premium report for St Andrew's Great Yeldham

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## Pupil premium spending 2020 - 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	2020
Total number of pupils:	126	Total pupil premium budget:	£36,197
Number of pupils eligible for pupil premium:	21 (16.6%)		

## STRATEGY STATEMENT

At St Andrew's we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realize their full potential and aspire to be the 'Be the Best You Can Be'. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

### **Identification, implementation and development of provision**

Academic intervention in addition to social, emotional and behavioural support are identified through half termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process. In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer. This could be from training or by accessing external expertise. All PPG funded intervention and provision is assessed and evaluated to measure impact. Subsequently, activities are either maintained or modified for future implementation and any ineffective approaches are stopped.

## Assessment information – Attainment and Progress Data

2019 – 2020 ATTAINMENT DATA FOR PP CHILDREN			
	Working Below Expectation	Working At Expectation	Working Above Expectation
Reading	33%	67%	13%
Writing	41%	59%	4%
Maths	33%	67%	8%

2019 – 2020 PROGRESS DATA FOR PP CHILDREN			
	Less than Expected Progress	Expected Progress	More Than Expected Progress
Reading	17%	83%	4%
Writing	38%	62%	4%
Maths	4%	96%	8%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Lack of access to appropriate reading material beyond school and family engagement in celebrating the value of reading.
B	Accessing online learning to assist rapid progress.
C	Early intervention of speech and language needs at EYFS and KS1.
D	More able not reaching greater depth.

### ADDITIONAL BARRIERS

#### External barriers

E	Attendance or late arrivals at school
F	Parental engagement in school and level of support at home with homework tasks and daily reading.
G	Low levels of self-esteem and anxiety surrounding school-based activities

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Ensure that children achieve exceptionally well when compared to pupils with similar starting points.	Pupils are achieving expected or above academic attainment
B	Pupils make expected progress, and in some cases rapid and sustained progress, in order to meet expectations in reading, writing & Maths.	Pupils are making expected or above progress
C	Help pupils overcome identified barriers to learning in reading, writing and Maths as well as across the curriculum	Strategies and appropriate interventions are provided to overcome barriers
D	Ensure pupils develop reasonable levels of self-esteem and confidence leading to a secure feeling of wellbeing and confidence to tackle challenge.	Pupils have reasonable levels of self-esteem and feel confident to achieve and have a growth mindset.
E	Engage and work closely with parents and carers of pupils, ensuring home support is consistent and home school partnership is strong.	Parents and Carers are fully involved in school life.
F	Improve attendance of the most vulnerable pupils to in line with national average or better.	Pupils' attendance is in line with or better than the national average.

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Emotional First Aider (EFA) Support	<p>To provide emotional/ wellbeing support to vulnerable pupils on a weekly basis.</p> <p>To develop practice of EFA staff</p>	EFAs able to provide one to one support for pupils and in-school case studies show this leads to an increase in engagement in learning. Individual pupils have been identified as having clear attachment needs. This training supports the adults working with the pupils to meet those needs effectively. Evidence base: EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)	<p>Careful planning and continued monitoring of impact.</p> <p>Monitoring of impact through pupil perception surveys</p>	PP Co-ordinator	April 21

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
NACE	To ensure chn working securely reach greater depth	A targeted resource and information package designed to support schools in meeting the needs of the more able.	SLT to monitor what is being offered, implemented and to track progress.	SLT	Apr 21
Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning	Specialist speech and language programmes have been put in place during 2019-20 for pupils, leading to increase in language skills and access to classroom learning. Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)	SLT to create individualised support plans – implementation of these to be monitored by SENCo Use INSET days to deliver training.	SENCo	April 21
Music Fees Mersea Assistance Rock Steady Bursary (Music)  Coach Travel	To support PPG families to meet the costs of extra-curricular activities	For our PPG families meeting the cost of significant extra curriculum activities can be challenging and mean the child is at risk of not being provided with that opportunity. PPG is used to support families in that instance. Evidence Base: EEF Toolkit (arts participation +2 months) & (outdoor adventure learning +3 months)	SLT to monitor and approve trips to ensure quality control.  PP Co-Ordinator to identify and monitor impact on children involved  Pupil voice to monitor impact of Rock Steady	PP Co-ordinator  SLT	April 20

Staff CPD Mental Health Awareness	Staff feel informed and suitably prepared in the roles as teachers the need to support chn's mental health and well-being.	Mental health and chn's well being is now part of the latest Safeguarding documentation and due to the recent Covid situation more chn's families could be exposed to financial & emotional pressures.	CPD currently being offered to Vine staff and will be funded through PPG	SLT	Apr 21
In class LSA support	LSA's are directed towards specific grps of chn and their learning need- with resources and teaching ideas given. LSA support the learning of chn.	Evidence suggests that LSAs can have a positive impact on academic achievement. LSAs that support individuals or small grps show moderate positive benefits.	Data analysis and class teacher planning	SLT	Apr 21
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Breakfast Club	To provide daily access to Breakfast Club to ensure pupils are effectively prepared for the school day.	Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. 2019-20 the Breakfast Club was incredibly popular with our PPG families. Evidence Base: EEF Research (Magic Breakfast Project + 1-4 months)	Regularly monitor sessions to ensure a healthy breakfast is provided, behaviour is well managed and activities and engaging  Monitor number of PP children attending breakfast club  Promote breakfast club to PP parents and carers	SLT	April 21



Forest School	To develop speaking and listening skills, social interaction and problem-solving skills	The school has been running Forest School in Reception for a significant number of years and has clearly seen the benefits of the provision. Further research indicates that these benefits can extend into any age group accessing Forest School. With this in mind, Forest School has been extended throughout the year groups with all classes experiencing a block of three sessions. Evidence Base: <a href="http://www.forestschoolltraining.co.uk/forest-school/thebenefits">www.forestschoolltraining.co.uk/forest-school/thebenefits</a> & Forest School: A Marvellous Opportunity to Learn, Research Summary at Forestry.gov.uk	Regularly monitor Forest School sessions to ensure quality  Staff and pupil feedback to review impact of sessions	PP Co-Ordinator	April 21
Class ICT access	To enable chn to access a learning resource that can track reading and maths understanding and supports staff with identifying gaps in learning and how to fill them.	<a href="#">EEF Using Digital Technology to Improve Learning</a>	Timetable resource. Tracking of chn's progress. Gaps that have been identified are met through suggested interventions in class.	SLT	Apr 21
Total budgeted cost:					£35 468

## Review of expenditure from previous academic year September 2019 – August 2020

Action	Intended outcome	Impact	Cost
Designated senior leader support for Disadvantaged Pupils	To provide allocated leadership time to the progress and attainment of disadvantaged pupils in the school.	Clear identification of children and subsequent cascading of information to all staff. Clearly organized activities and interventions that have positive impact. Children identified as SEND and PPG, PPG and not SEND and support required. Timetables provided.	£9391

Provision of Emotional First Aider Support	To provide emotional/ well-being support to vulnerable pupils on a weekly basis.	PPG children benefitted from weekly EFA support this academic year. Children commented that the sessions are valuable times in which to discuss concerns or anxieties.	£1809
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Cost</b>
Support Worker	To provide our vulnerable PPG families access to a support worker & home-based support.	PPG children benefitted from weekly support this academic year. The impact has been improved family relations and increased parental engagement of these children.	£5388
Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning	PP children have attended speech and language therapy sessions, where assessments and individualised plans were provided to develop speech and language skills.	£700
Specialist Teacher – Anxiety Intervention	To reduce anxiety in PP children with additional ASD	PPG children also have ASD diagnosis which led to increased anxiety and low self-esteem in school.	£300
Nace	To meet the needs of the needs of the more able	Secure chn are working at greater depth.	£140

Music Fees Trips Rock Steady Bursary (Music)	To support PPG families to meet the costs of extra-curricular activities	PPG received this bursary and attended Rocksteady on a weekly basis. The impact has been an improvement in the children's engagement and confidence at school.	£182
Targeted LSA intervention	To support chn on a 1:1 or small grp setting.	Improved concentration and confidence. Resilience development.	£1294
BMX Growth Mindset	Supporting the mental health and mental growth mindset of chn		£285
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Cost</b>
Breakfast Club	To provide daily access to Breakfast Club to ensure pupils are effectively prepared for the school day.	PPG children accessed Breakfast Club . The impact has been that staff know these children are having a healthy breakfast. Attendance has also improved. Attendance data – Autumn term: A pupil – 100% B pupils – above 95% C pupil – above 89%	£5004
Forest School	To develop speaking and listening skills, social interaction and problem-solving skills	PPG children in Mulberry, Apple and Cherry classes attended Forest School sessions this term. 100% of sessions were attended and staff reported increased confidence, resilience and self-esteem in these children.	£1375

