

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Yarlside Academy
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Janine Pierce
Pupil premium lead	Louise Mason
Governor / Trustee lead	Jade White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8730
Recovery premium funding allocation this academic year	£2000
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	£10730

# Part A: Pupil premium strategy plan

## Statement of intent

The governors at Yarlside Academy have agreed that PPG should be spent on all vulnerable and/or disadvantaged pupils in school.

The money will be spent on:

Providing classrooms with additional teaching assistants with a particular emphasis on working alongside disadvantaged children during the core subjects.

Offering disadvantaged children 1:1 and small group focused intervention teaching time for the core subjects outside of the core subject timetable.

Training staff to deliver the Decider Skills programme to groups of children or individuals who are struggling with emotional regulation.

Delivering daily Fresh Start sessions focusing on catch up for reading for key stage 2 children.

1:1 daily phonic intervention to provide catch up for phonics and reading for early years and key stage 1 children.

Weekly ELSA sessions and 1:1 provision to support mental health, emotional resilience, and wellbeing.

Subsidies for residential visits, subsidies for swimming provision and/or funding to attend extra-curricular enrichment activities (from private providers).

Providing free breakfast club to support working families to ensure that children are in school on time and are ready to learn.

In agreement with the governors, we have chosen the following strategies in a bid to reduce the academic gap in attainment and maintain good progress for disadvantaged children in the core subject areas. We also aim to offer disadvantaged pupils with equal access to wider enrichment opportunities such as sports coaching, music provision and residential visits.

## Challenges

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

Challenge number	Detail of challenge
1	Due to family circumstances, some children do not have access to the same educational support at home that other children within school receive. Using the pupil premium grant to provide additional support in school provides disadvantaged pupils with 1:1 targeted intervention packages.
2	Social and emotional resilience issues and lack of self-esteem can impact negatively upon attitude to learning and self-esteem.
3	Financial difficulties in supporting extra-curricular activities, trips and residential visits, enrichment activities, any extended private provision and breakfast club.
4	Attendance falling below 96% for vulnerable children. Since Covid and remote learning, lack of importance for children to be in school every day.

## 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
For disadvantaged children to achieve the same progress as their peers in the core subjects.	Termly assessments (NFER) End of Key Stage Data Work book scrutiny
For disadvantaged children to achieve the end of year expectations in the core subjects.	Termly Assessments (NFER) End of Key Stage Data Work Book Scrutiny
To improve well-being for all pupils in our school, particularly our disadvantaged pupils.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Positive attitudes to learning observed through lessons visits and analysis of Safeguarding software. Delivery of ELSA sessions and Decider Skills to identified children.
For disadvantaged children to experience a wide range of extra-curricular opportunities and trips including residential visits.	Extra-Curricular Club Data Analysis Residential and Swimming Registers Disadvantaged pupils gain the same life experiences and opportunities that all pupils within school have access to.
For pupils to have 96% attendance.	Class Registers, no persistent absentees, attendance data analysis.

## 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: £5600

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD  Decider skills training for 2 staff members.	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) Kapow PHSE programme.	2
Training for support staff, on-going CPD to improve quality of teaching and outcomes for pupils.	Spending on developing high quality teaching may include investment in professional development training and support. Education Endowment Foundation (EEF) Fresh Start RWI training for all teachers and teaching assistants Quality First Teaching	1, 2

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

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering disadvantaged children 1:1 and small group focused teaching time for the core subjects outside of the core subject timetable.	Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making academic progress. Education Endowment Foundation (EEF)	1, 2,

	Termly progression and outcome data from NFER assessments Fresh Start RWI Phonics	
Providing classrooms with additional teaching assistants with a particular emphasis on working alongside disadvantaged children during the core subjects to develop confidence and resilience.	Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making academic progress. Education Endowment Foundation   EEF Termly progression and outcome data from tests.	1, 2
Whole school review and approach to teaching spelling.	Whole school staff training on new spelling programme. Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making academic progress. Termly progression and outcome data from tests.	1

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

Budgeted cost: £930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free extended provision through breakfast club.	Education Endowment Foundation: Breakfast Club (low cost, moderate impact – 2017 research) Improved attendance for children from low-income families	2, 3, 4
Support parents financially for school trips/residential visits.	Education Endowment Foundation: Arts/Sports participation (low- moderate cost, moderate impact) PE National Curriculum outcomes Qualitative Values- eg self-esteem	2, 3
Enrichment Activities including after-school clubs.	Education Endowment Foundation: Arts/Sports participation (low- moderate cost, moderate impact) Qualitative Values- eg self-esteem	2, 3

**Total budgeted cost: £10730**

## 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 2022 to 2023 academic year.

The end of term Summer NFER tests provided school with age-related standardised assessment outcomes for all children. The disadvantaged children's outcomes were compared to their peers and monitored to ensure that progression and outcomes were achieved. All pupils made progress in line with their peers.

During the year 2022/23 we have further enhanced Trust schemes of work to develop our wider curriculum, to ensure continuity and a good progression of knowledge and skills across all year groups. Support staff were trained in phonic and reading programmes and small group interventions were delivered. Progress amongst these groups of children has had a significant improvement in their attainment and ensured a positive impact into the start of 2023/24 academic year.

All disadvantaged children attended residential visits, trips and activities that were on offer. Both attendance and punctuality are in line with average for disadvantaged children.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
Fresh Start/RWI	Oxford University Press
Nessy/Hairy Phonics	Nessy