

PUPIL PREMIUM STRATEGY AND 2020-21 REVIEW

*Three Year Strategy
2021-2024*

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.

School overview

Detail	Data
School name	Yew Tree Primary Academy
Number of pupils in school	227 (Rec-Yr 6 and DSP)
Proportion (%) of pupil premium eligible pupils	46.52% (107/230)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	1 st – September 2022
Statement authorised by	Headteacher- Rebecca O'Hanlon
Pupil premium lead	Mrs Juanita Sargison
Governor / Trustee lead	Rachael O'Regan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£17,729
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,638
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	£181,282

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Yew Tree Primary Academy, alongside our offer of a combined skills and knowledge-rich curriculum, engaging teaching and strong partnerships, we strive to ensure that our children are happy whilst with us and we help them to develop a 'wellbeing' toolkit to take them forward into adolescence and adulthood. We do this by focusing on the Personal, Social and Academic aspects of education, which will drive our young people to reach their potential and achieve true excellence. Our learning culture extends to all members of the school community and is based on high expectations for all. The high-quality education and care that we provide to all of our pupils ensures that we achieve our vision and values - 'DREAMBIG for Excellence for All'.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy linked to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions.

Overcoming challenges and barriers to learning is at the heart of our PPG use. We strive to ensure that every child in receipt of Pupil Premium receives the best possible quality of education and achieves the highest possible standards and outcomes.

We have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring that it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation, so we work determinedly to create a climate that does not limit a child's potential in any way. We are engaged in and committed to partnership working with a range of schools in the Wade Deacon Trust and other external agencies, which enhance our provision.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- All children have access to high-quality teaching.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainments, including attendance, Social Emotional Mental Health (SEMH), wellbeing, low aspirations and cultural capital deficit.
- Ensuring that the PPG reaches the pupils who need it most.

Objectives

Our key objective in using the PPG is to diminish the difference in attainment and outcomes for Pupil Premium and non-Pupil Premium pupils. We have analysed our data thoroughly and have used research, such as the Education Endowment Fund (EEF) to inform our decision-making.

Challenges

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

Challenge number	Detail of challenge
	In-School
1	Low starting points on entry in communication, literacy and language skills, which has the potential to slow reading and writing progress in subsequent years.
2	Most pupils in receipt of Pupil Premium begin their learning journey working well below the national expectations of Nursery/Reception age children (EYFS Baseline data supports this), and outcomes for Pupil Premium pupils at the end of EYFS are below the expected standard.
3	Percentage gap between Pupil Premium and non-Pupil Premium pupils achieving the expected standard in the Phonics screening test.
4	Limited exposure to high quality vocabulary required of the current curriculum as a direct result of low income, which impacts negatively upon progression in English and oracy throughout the school.
5	Gap in attainment & progress of Pupil Premium pupils across KS1 and KS2 (in Reading, Writing and Mathematics).
6	High ability pupils, who are eligible for Pupil Premium, are making less progress in their overall attainment than other high ability pupils who are not eligible for Pupil Premium.
7	Parental support and engagement – supporting pupils’ learning in school (reading support and homework).
	External
8	Attitudes to school attendance and punctuality.
9	A high proportion of Pupil Premium pupils have SEND/complex needs.
10	Low aspirations/ low expectations and parental involvement, which can lead to a lack of value placed on education, resulting in poor attendance, persistent absenteeism and poor punctuality.
11	Social, Emotional and Mental Health needs, which are impacting on behavioural needs. A number of Pupil Premium pupils are faced with difficult and complex home lives, which impact on academic achievement, self-esteem, self-confidence, resilience and mental health.
12	Cultural capital deficit owing to poverty and narrow experiences of life outside of school. Pupils’ experiences and understanding of the world are limited because of context and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the primary phase, since pupils are unable to draw upon models for progressive learning.

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
1 Well-developed Speech, Language and Communication skills and outcomes of Pupil Premium pupils via the EYFS curriculum due to embedded strategies, thus diminishing the gap between them and non-Pupil Premium pupils by the end of Reception.	<p>Wellcomm Screening assessments identify early language difficulties via communication / language baselines and measure progress made. SALT devises bespoke and focused intervention programmes; trained TAs deliver S & L interventions and feedback regularly to class teacher and Pupil Premium Lead about the progress of pupils.</p> <p>Termly data analysis and ongoing impact of provision/interventions are measured and show progress.</p> <p>Termly Pupil Progress meetings to monitor and track the progress of Pupil Premium children who are accessing specific interventions and to highlight improvements.</p> <p>Feedback in SALT reports is analysed and shows progress across a period of time.</p> <p>Speech, Language and Communication outcomes for Pupil Premium pupils at the end of EYFS are in line with or above non-Pupil Premium pupils and national expectations.</p> <p>Gap is diminished between the number of Pupil Premium and non-Pupil Premium pupils attaining GLD. The percentage of Pupil Premium pupils achieving GLD is in line with or above non-Pupil Premium pupils and national expectations.</p> <p>Improved early reading and writing ELG in line with or above non-Pupil Premium pupils as a result of improvements in speech, language and communication.</p>

	<p>Pupil Voice interviews highlight progress in speech, language and communication. Improved speech, language and communication skills evidenced on Tapestry.</p> <p>High quality speech and language interventions evident during Learning Walks.</p> <p>Consistently good or better quality of teaching across EYFS, including DSP, which is evident in from learning walks, lesson visits, book scrutiny and Pupil Voice interviews.</p> <p>Total Communication strategies are being used confidently and consistently by staff in DSP.</p> <p>Well-embedded CPD and knowledge is evident in the learning environments, including DSP.</p>
2 Diminish the gap in attainment between Pupil Premium pupils and non-Pupil Premium pupils by the end of EYFS.	<p>Attainment of Pupil Premium pupils at the end of EYFS will be in line with or above national expectations.</p> <p>All Pupil Premium eligible pupils are identified and in receipt of funding.</p> <p>Gap is diminished between the number of Pupil Premium and non-Pupil Premium pupils attaining GLD. The percentage of Pupil Premium pupils achieving GLD is in line with or above non-Pupil Premium pupils and national expectations.</p> <p>Improved early reading and writing ELG for Pupil Premium pupils in line with non-Pupil Premium pupils.</p> <p>Termly data tracking on Insight and ongoing gap analysis highlights progress in attainment for Pupil-Premium pupils.</p>

	<p>Positive impact of provision and interventions measured against a set criteria.</p> <p>Intervention planning, records and work scrutiny highlights progress and attainment.</p> <p>Consistently good or better quality of teaching across EYFS, including DSP, which is evident in from learning walks, lesson visits, book scrutiny and Pupil Voice interviews.</p> <p>High quality interventions evident during Learning Walks.</p> <p>Relevant CPD is in place to upskill staff.</p>
<p>3 Increase the percentage of Pupil Premium pupils achieving the expected standard in Phonics by the end of Year 1 and at least by the end of KS1, thus diminishing the percentage gap between Pupil Premium and non-Pupil Premium pupils.</p>	<p>Increased number of Pupil Premium pupils passing the Phonics Screening Test in Year 1.</p> <p>Year 3 pupils have more secure phonetic understanding.</p> <p>Regular Phonics tracking and re-assessment of pupils every 6 weeks by the class teachers and Phonics Lead ensures a bespoke Phonics curriculum is targeted at the appropriate level for individual pupil.</p> <p>Termly analysis of Phonics data ensures regular scrutiny around the quality of provision and identifies further need.</p> <p>High quality Phonics lessons and interventions evident during Learning Walks.</p> <p>Interventions are planned by class teachers using a structured programme (RWI) and there is evidence of regular assessment and reviewing of groups.</p> <p>Curriculum in DSP supports their learning and acquisition of Phonics.</p>

	<p>Professional dialogue between Pupil Premium Lead and class teachers/TAs and Key Stage Leaders will highlight the progress in Phonics.</p> <p>Regular CPD is in place to ensure consistent approaches to Phonics teaching.</p>
<p>4 Well-developed oracy skills of Pupil Premium pupils, which supports the closing of the gap between them and non-Pupil Premium pupils. All pupils who are eligible for Pupil Premium will be exposed to high-quality vocabulary that impacts upon English progression throughout the school.</p>	<p>The gap is closed between Pupil Premium and non-Pupil Premium pupils within the areas of listening, attention and understanding and speaking, in addition to attainment improvements in Reading and Writing.</p> <p>Book scrutiny and Learning Walks - evidence of Pupil Premium pupils accessing high-quality vocabulary in their English Reading and Writing, in addition to other subject-specific vocabulary in the other core and Foundation subjects.</p> <p>High quality interventions for Pupil Premium pupils highlight that they are accessing and understanding the high-quality vocabulary in their work.</p> <p>Evidence of oracy work on the Shared Drive shows Pupil Premium pupils are being exposed to and are confidently using high-quality vocabulary to enable them to access texts suitable for their age range.</p>
<p>5 Diminish the gap by the end of KS1 and the end of KS2 in Reading, Writing and Maths attainment between Pupil Premium and non-Pupil Premium pupils, in addition to the national average.</p>	<p>The gap between Pupil Premium pupils and others (in school and nationally) at the end of KS1 and KS2 has diminished.</p> <p>KS1 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Maths by the end of KS1.</p> <p>Pupil who were emerging at the end of EYFS will achieve ARE in Reading,</p>

	<p>Writing and Maths to bring the data in line with national expectations.</p> <p>KS2 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Maths by the end of KS2.</p> <p>Curriculum in the DSP is impacting on pupil progress from their starting points.</p> <p>Pupil Premium pupils are making expected or better progress from their starting points.</p> <p>Termly tracking of attainment in Reading, Writing and Maths on Insight Tracker will evidence good progress for Pupil Premium pupils and will show that the gap between them and non-Pupil Premium pupils is diminishing.</p> <p>Tracking outcomes form part of Pupil Progress mid-year and end-of-year reviews enabling bespoke interventions and learning strategies to be delivered and reviewed.</p> <p>Professional dialogue between Pupil Premium Lead and class teachers/TAs and Key Stage Leaders will highlight the progress of the Pupil Premium pupils and the successes of interventions in achieving these outcomes in Reading, Writing and Maths.</p> <p>Assessments before and after interventions show the improved outcomes.</p> <p>Case studies evidence the continued good or better progress of Pupil Premium pupils in Reading, Writing and Maths between key stages.</p> <p>Lesson visits, book scrutiny and learning walks evidence high quality teaching across KS1, KS2 and DSP.</p>
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<p>6 More able Pupil Premium eligible pupils are making good or better progress between EYFS and KS1, and KS1 and the end of KS2.</p>	<p>Outcomes in Reading, Writing and Maths are in line with or above the more able non-Pupil Premium pupils.</p> <p>More able Pupil Premium pupils are attaining GDS in NFER assessments and from teacher judgements in Writing, and this is in line with or above the percentage of non-Pupil Premium attaining GDS.</p> <p>Both attainment and progress in Reading, Writing and Maths are in line with non- Pupil Premium pupils.</p> <p>Case studies evidence the continued good or better progress of the more able Pupil Premium pupils in Reading, Writing and Maths between key stages.</p> <p>Bespoke CPD is in place to support the more able.</p> <p>Professional dialogue between Pupil Premium Lead and class teachers/TAs and Key Stage Leaders will highlight the progress of the more able Pupil Premium pupils and the successes of interventions in achieving these outcomes.</p> <p>High quality teaching ensures teachers are aspirational for the more able Pupil Premium pupils, which is evident from book looks, lesson visits and Pupil Voice interviews.</p>
<p>7 Support available for Pupil Premium parents and carers to become fully involved in school life. Families will be supported through identification of needs in order to help them support their children more effectively.</p>	<p>Families of all disadvantaged Pupil Premium pupils attend parents meetings and family workshops.</p> <p>Completion of weekly homework and home reading by Pupil Premium pupils evidencing parents' help and encouragement at home.</p> <p>Parent surveys demonstrate positive feedback.</p>

	Varied menu of family workshops in place and are accessed by all families.
8 Improved attendance and punctuality rates for Pupil Premium pupils, becoming more in line with non-Pupil Premium pupils and others nationally. The most vulnerable pupils in each class are targeted using specific interventions.	<p>Increase in the overall percentage for attendance to over 96% amongst pupils eligible for Pupil Premium across the school. This is evident in termly analysis of attendance data.</p> <p>Termly attendance data report to governors shows the attendance of Pupil Premium is in line with or above that of non-Pupil Premium pupils and national average.</p> <p>Termly analysis in attendance for this year and the previous year shows that attendance percentages for Pupil Premium pupils have increased.</p> <p>Attendance of the most vulnerable in DSP is improving.</p> <p>Attendance Officer's support, interventions and home visits have led to improvements for Pupil Premium pupils identified as needing intervention and support.</p> <p>Decrease in the number of persistent absentees amongst pupils in receipt of Pupil Premium.</p> <p>Pupils' improved attendance will result in improved progress and attainment.</p> <p>Class Dojo is embedded as a regular form of communication between families and the class teacher. Class teachers are working with parents to ensure the most disadvantaged attend school.</p> <p>Partnership with the Local Authority is in place and is impacting on the attendance of the most vulnerable pupils.</p>
9 Across Key Stages, Pupil Premium pupils who are also in other vulnerable groups (SEND) are tracked and receive	SEND provision has maximum impact for SEND pupils in receipt of Pupil Premium owing to termly assessments

<p>the best opportunity to improve and make expected progress from their starting points.</p>	<p>and review by SENDCo of strategies, their impact and progress made after each timed intervention.</p> <p>Needs of vulnerable Pupil Premium pupils are being met effectively via termly review of PPPs, which enables targets to be reviewed and updated accordingly.</p> <p>Pivats are used across all Key Stages, as necessary, and show the small steps of progress that SEND pupils in receipt of Pupil Premium are making.</p> <p>Pupil attainment and progress is being monitored regularly at pupil progress meetings.</p> <p>Progress of identified Pupil Premium pupils with EHCPs is identified and monitored by the TA and class teacher on a weekly basis and reviewed regularly by the SENDCo. The gap between these pupils and other non-Pupil Premium pupils is narrowing.</p> <p>Provision maps show bespoke interventions.</p> <p>Ongoing monitoring of CPOMS to track behaviour of vulnerable Pupil Premium pupils is enabling early intervention for these children who require additional support.</p> <p>Vulnerable Pupil Premium pupils have good attendance (96%+) and feel confident when in school to achieve their very best, thus impacting positively on their overall wellbeing, behaviour, attainment and progress.</p> <p>Case studies evidence the continued good or better progress of Pupil Premium pupils within and between key stages.</p> <p>Bespoke CPD is in place to support these pupils.</p>
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	High quality teaching, including in the DSP, to ensure Pupil Premium children make as much progress as possible.
10 Low aspirations and expectations are addressed through the schools PSHE curriculum, the embedded ethos of DREAMBIG and Growth Mindset education. All children have high aspirations and ambitions for their futures, and a positive attitude towards their learning.	<p>Outcomes for all Pupil Premium pupils are in line with or above that of non-Pupil Premium pupils and national expectations.</p> <p>Staff are aspirational and want the very best for the children in their care.</p> <p>Pupil Voice interviews highlight the high aspirations and positive attitude to learning that Pupil Premium pupils have.</p> <p>Learning walks show evidence of the school ethos driving the school curriculum and growth mindset.</p> <p>Registers for extra-curricular clubs show a high uptake of Pupil Premium pupils.</p> <p>Pupil Voice for extra-curricular activities highlights their enthusiasm and drive to participate.</p> <p>PSHE is embedded into the school life.</p>
11 Identification of Social, Emotional and Mental Health and poverty needs of vulnerable Pupil Premium pupils and the provision of personalised, targeted pastoral support has a positive impact on pupils' behaviour for learning, learning outcomes and emotional wellbeing.	<p>Fewer behaviour incidents recorded on CPOMS for these pupils.</p> <p>Pupil Voice questionnaires and professional dialogue with class teachers and TAs highlights an improvement in their overall attitude towards their behaviour and behaviour for learning.</p> <p>Educational Psychologist reports identify barriers to learning and suggested strategies to support the child to overcome these.</p> <p>The curriculum and behaviour strategies in DSP considers and supports all needs.</p>
12 Provision of an array of educational and enrichment experiences in school for	Raised self-esteem and life experiences for Pupil Premium pupils.

<p>Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.</p> <p>Pupil Premium pupils have the same opportunities as non-Pupil Premium pupils, so that physical and material disadvantage does not hinder learning experiences.</p>	<p>Homework Club and use of Ipads with internet access to support Pupil Premium pupils who may not have access to these at home.</p> <p>Homework Club register shows it is well-attended by Pupil Premium pupils.</p> <p>Monitoring of attendance at extra-curricular clubs highlights that clubs are well-attended by Pupil Premium pupils.</p> <p>Number of Pupil Premium Pupils achieving a Children's University award increases year on year.</p> <p>Provision of experiences for children in KS and KS2 offering a varied menu of clubs to cater for a range of interests and talents.</p> <p>Support and subsidies with the cost of trips for Pupil Premium pupils (EYFS-KS2, including DSP).</p> <p>Pupils will have experiences of trips, visitors and events in and out of school. (EYFS-KS2, including DSP).</p> <p>School trips and visits are well-attended by Pupil Premium pupils.</p> <p>Pupil Voice and pupil feedback forms completed by Pupil Premium pupils following school visits are positive.</p> <p>Music lessons are enjoyed by Pupil Premium pupils and music reports by specialist teacher highlight good progress of these pupils.</p> <p>EYFS and DSP have physical facilities and outdoor provision to provide outdoor learning experiences.</p>
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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: £13,184.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure high quality teaching and learning across all key stages.	<p><i>The Sutton Trust Report (2011) states that ensuring an effective teacher s in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any Pupil Premium spend.</i></p> <p>Regular CPD through courses, INSET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.</p> <p><i>The EEF Report 'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i></p> <p><i>The EEF state that the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i></p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p>	1, 2, 3, 4, 5, 6, 7, 10, 12

	<i>The EEF states Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be particularly effective for low-achieving and older pupils.</i>	
Release of EYFS and KS1 Manager 1 day per week.	Ample management time is required for the EYFS and KS1 Manager to plan for, resource and monitor the new EYFS curriculum, in addition to tracking and monitoring whole-school Phonics provision and attainment with a focus on the most disadvantaged pupils.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £125,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative specialist provision.	<p>Physical and mental health needs of one pupil are so complex for him to remain in a mainstream school, so he has been referred to a more specialist school, where his needs on his EHCP will be more adequately met and where his social and emotional wellbeing will flourish. High quality specialist provision has been proven to positively impact on SEMH.</p> <p><i>NFER(2012) published a report about alternative provision for young people with SEND and states that alternative provision should be sought for a wide range of young people with a broad spectrum of needs and difficulties that may challenge their ability to maximise their potential in school. Alternative provision can be used to effectively support young people who require help to meet specific aspects of their learning needs,</i></p>	10, 12

	<p><i>as well as those who require support to re-engage with learning and to develop socially and emotionally. It should be accessed proactively and strategically to support young people in maximising the learning and developmental opportunities and experiences. Much of the value of alternative provision is that it supports and strengthens the existing connections that young people have with school and learning, as well as in countering young peoples emerging or increasing needs.</i></p> <p><i>Alternative provision is used to broaden the learning offer by enhancing and adapting the curriculum available, such as providing more activities to enhance personal, social and emotional development. It can provide the necessary infrastructure, resources and experiences enabling innovative, tailored and personalised packages of support to be built for children with SEND. This may increase opportunities for learners to participate and succeed in areas that might have otherwise been unavailable to them (NFER, 2012).</i></p>	
<p>HLTA who will lead on Phonics and other interventions in Maths, English, Reading and Speech and Language.</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one small group precision teaching has been evidenced to provide moderate impact, if planned to complement high quality teaching.</p> <p><i>EEF states Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research</i></p>	<p>1, 2, 3, 4, 5, 6, 7, 10, 12</p>

	<p><i>suggests that Phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p>TAs also deliver Phonics sessions and intervention sessions.</p> <p><i>The EEF states programmes involving TAs can have a valuable impact. Where tuition is delivered by TAs, there is evidence that training and the use of a structured programme is beneficial.</i></p> <p><i>EEF recommends that high quality targeted support can ensure that children falling behind catch up as quickly as possible.</i></p> <p><i>EEF states that as the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils.</i></p> <p><i>EEF Report 'Closing the Attainment Gap' states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p><i>EEF studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make</i></p>	
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	<p><i>approximately six months' additional progress over the course of a year.</i></p> <p><i>The EEF states that research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	
Speech and Language Therapist (SALT) 1 day per week.	<p>Improved speech and language development through targeted support.</p> <p>Increases confidence amongst children.</p> <p>Reduces barriers to learning by supporting children in communication.</p> <p><i>EEF recommends that high quality targeted support can ensure that children falling behind catch up as quickly as possible.</i></p> <p><i>EEF states that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</i></p> <p><i>EEF studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately</i></p>	1, 5

	<p><i>six months' additional progress over the course of a year.</i></p> <p><i>DFE (2020) have concluded that due to COVID-19, some pupils entering Reception will have missed more than 20 weeks of early education, with most impact being on language development (EEF 2019).</i></p>	
Intervention and TA Support.	<p>Pupils identified with low baselines can be targeted through interventions where progress is monitored and measured.</p> <p><i>EEF states that Early Years intervention is highly effective adding five months' additional progress.</i></p> <p><i>EEF Report 'Closing the Attainment Gap' states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p><i>EEF recommends that high quality targeted support can ensure that children falling behind catch up as quickly as possible.</i></p> <p><i>EEF states that as the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils.</i></p> <p><i>EEF states that targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment.</i></p>	1,2, 3, 4, 5, 6, 7, 10, 12

Additional TAs (Interventions).	<p><i>The EEF states that the growth in the numbers of TAs has been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated. Given that SEND pupils and low-attaining pupils are more likely to claim Free School Meals. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools.</i></p> <p><i>The EEF states TAs can assume the role of link adult. They prove a central point of contact to answer learning questions, encourage routines at home, and to support with reading.</i></p> <p><i>The EEF also states that TAs play a vital role in the engine-room of school life. They link so much at the heart of pupils' school experience, from day-to-day relationships with pupils, along with professional partnerships with teachers and, in many cases, parents and carers.</i></p> <p><i>The EEF states that TAs can make crucial connections and link learning. Schools have been breaking away from the 'Velcro' model of support, focusing on the quality of interactions. TAs are finding creative ways to dip in and out of supporting pupils, team teaching with the teacher, using a visualiser, or using whiteboards for vocabulary work, whilst deploying structured task plans and checklists. Scaffolding learning to intervene appropriately.</i></p>	1,2, 3, 4, 5, 6, 7, 10, 12
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	<p>For interventions:</p> <p><i>EEF states that targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,876.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance.	<p><i>SSF states that in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</i></p> <p>Link between attendance/punctuality and achievement is well documented.</p> <p>Attainment cannot be improved for pupils if they are not attending school. <i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p>Learning lost through non-attendance cannot be regained/caught up.</p> <p><i>The Department for Education (DfE) published research in 2016 which found that:</i></p> <p><i>The higher the overall absence rate across Key Stage 2 and KS4,</i></p>	9, 11

	<p><i>the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>There's a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education.</p> <p><i>Advice from the National Strategies (hosted on the National Archives) says that:</i></p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p>	
Breakfast Club staffing.	<p><i>EEF states that running a free of charge, universal breakfast club before school, like the Magic Breakfast Project, delivered an average of two months' additional progress for pupils in Key Stage 1. It was also found that school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast Club schools also saw an improvement in pupil behaviour and attendance.</i></p>	9, 11
Continue to offer all pupils a high-quality extended school provision and enrichment opportunities, including Children's University.	<p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>EEF states they think enriching education has intrinsic benefits (sometimes referred to as "arts for arts sake"). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i></p>	13

	<p><i>These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i></p> <p>Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital.</p> <p><i>EEF states that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes, such as self-confidence. The evidence suggests that the impact is greater for more vulnerable pupils.</i></p> <p>Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening skills.</p> <p><i>EEF states that arts participation, including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits, such as more positive attitudes to learning an increased well-being. Arts participation</i></p>	
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	<p><i>makes approximately two additional months' progress over the course of a year.</i></p> <p><i>EEF states that there is greater involvement in learning of all pupils of all children when topics are introduced following an enhancement activity.</i></p> <p><i>The EEF previously funded a smaller trial of Children's University, which found positive impacts on Key Stage 2 Maths and Reading results equivalent to about +2 months' additional progress. Small improvements were also seen for a range of other outcomes, such as teamwork, social responsibility, and aspirations.</i></p>	
Funding of Educational Psychologist support.	<p>Educational Psychologist time will help to meet the individual needs of pupils. Educational Psychologist assessments enable detailed and focused actions to be agreed for SEND pupils and support them in making good progress. They will support teachers to review the impact of bespoke strategies. Education Psychologist time will lead to improved mental and emotional health and wellbeing of supported pupils leading to better progress in learning.</p> <p><i>The EEF states that a large and unrecognised part of a teacher's job involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understanding things from another person's perspective, and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning and are</i></p>	10, 12

	<i>linked to positive outcomes in the future.</i>	
Funding of Occupational Therapy support.	<i>The EEF states that an Occupational Therapy programme, which integrates and develops motor and perceptual skills can impact positively on learning and handwriting that is equivalent to +3 months' additional progress.</i>	10, 12
Subsidise school trips, enrichment and extended curriculum activities.	<p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>EEF states they think enriching education has intrinsic benefits (sometimes referred to as “arts for arts sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i></p> <p>Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital.</p> <p><i>EEF states that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-</i></p>	13

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Total budgeted cost: £ 181,282

Number of pupils and PPG received 2020-2021																																						
Total number of pupils on roll		Pupils on roll 5th Sept 2020 Reception- year 6 = 228																																				
Total number of pupils eligible for PPG		September 2020 PPG Eligible – 108																																				
As of March 2021:		As of March 2021: 119 children are eligible for PPG. 48.2% are PP +30.5% above National																																				
<table><tr><th>Year</th><th>Number of children</th><th>% PP</th></tr><tr><td>DSP 1</td><td>9</td><td>22%(2)</td></tr><tr><td>DSP 2</td><td>11</td><td>36%(4)</td></tr><tr><td>DSP 3</td><td>9</td><td>44%(4)</td></tr><tr><td>Nursery</td><td>19</td><td>5%(1)</td></tr><tr><td>Reception</td><td>30</td><td>43%(13)</td></tr><tr><td>Year 1</td><td>25</td><td>64%(16)</td></tr><tr><td>Year 2</td><td>28</td><td>62%(16)</td></tr><tr><td>Year 3</td><td>29</td><td>52%(15)</td></tr><tr><td>Year 4</td><td>28</td><td>46%(13)</td></tr><tr><td>Year 5</td><td>30</td><td>50%(15)</td></tr><tr><td>Year 6</td><td>29</td><td>69%(20)</td></tr></table>		Year	Number of children	% PP	DSP 1	9	22%(2)	DSP 2	11	36%(4)	DSP 3	9	44%(4)	Nursery	19	5%(1)	Reception	30	43%(13)	Year 1	25	64%(16)	Year 2	28	62%(16)	Year 3	29	52%(15)	Year 4	28	46%(13)	Year 5	30	50%(15)	Year 6	29	69%(20)	
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Amount of PPG received per pupil		Amount PPG per pupil:																																				

	106 @ £1,345 2 @ £2,345
Total amount of PPG received	Total PPG received £140,535
Amount carried forward from previous year 2019-2020	£37362.10

Performance of disadvantaged pupils

One of school's largest challenges faced in 2020-2021 was the fact the vast majority of children in receipt of the Pupil Premium Grant were at home during the National Lockdowns. To continue to support our most disadvantaged children, we gave families various devices (laptops, Ipads, Geobooks); sim cards and codes to have free internet access; paper packs of work with physical resources; welfare calls weekly; bespoke activities and resources for the children who need it; Specialist SEND support from our Outreach team; engagement was tracked and actioned; home visits were completed if needed; provided clothes; provided food parcels; and storytelling through video conferencing to support wellbeing.

On return to school in September 2020 after a National Lockdown, the PP children in years 1 to 6 were most effected in Maths and Grammar, punctuation and spelling across school. This as a result also had a significant impact on Writing. However, this was broadly in line with the children who were non-PP. In our Early years, we found that our PP children's phonics knowledge and receptive and expressive language was affected most. This had an impact on the other areas of learning too.

Our Pupil Premium Grant was used effectively to ensure that for our most disadvantaged pupils made the ground needed to catch up and diminish the impact of the pandemic for them wherever possible. We used a suite of assessments to make a clear judgment of our children's attainment and progress starting with baselines in September and periodic assessments following these. Where appropriate, we used NFER (Standardised Teacher Administered Tests),

government end of key stage tests for Reading, Maths, Grammar, Punctuation and Spelling, The Wade Deacon Trust Writing Guidance and Strategy linked to the National Curriculum, Read Write Inc Phonics assessments, Government directed Phonics Screening Checks, Salford Reading and Comprehension age tests, SWST Spelling age test and Welcomm Speech and Language screening.

We invested in a Speech and Language Therapist to come into school once a week. This investment was twofold; providing staff with CPD and support around provision development to ensure we had a communication rich environment to support the children's language development and gain vital ground lost through Lockdown, and deliver individual support for our weakest children. The bespoke and individual work completed by the Speech and Language Therapist stretched further than the Early Years to our DSP and Key Stage one children. To ensure no child in receipt of the Pupil Premium Grant across our Early Years and Key Stage 1 was missed, we invested in a screening and assessment tool called Welcomm. Welcomm allowed us to quickly assess the level of children's receptive and expressive language and then gave targets and matched activities to enable staff to support the children's language development in line with their age through targeted and regular intervention. The Welcomm screening investment has been vital for staff to identify speech and language barriers early enabling us to put the right support in swiftly. Welcomm works hand-in hand with the work done with our Speech and language therapist. Any children screened as 'red' are referred for specialist screening with more detailed personal targets set and 1:1 support provided.

When we experienced another National Lockdown in January 2021, Speech and Language support continued to be offered to the children through video conferencing sessions at home, printed resources and activities to do at home.

Results from Autumn Welcomm screening in EYFS.

	Green (age related)	Amber (working just below - group intervention required)	Red - significantly below age related. Referral to SALT made	Working with external SALT	% of children not meeting age related speech expectations
Nursery	4	5	3	7	79%
Reception	8	4	2	8	64%

The effective investment in Speech and Language can also be seen in our children leaving the Early Years Foundation stage at a much better standard of expressive and receptive language. This has also impacted on outcomes across other subjects. Our children in receipt of the Pupil

Premium Grant made good progress across the year; e saw an increase of 31% of PP children achieving ARE for Reading from the start of the year and 15% increase in writing achieving ARE.

An example of the impact the Speech and Language Therapist's individual work with children, can be seen below. The two PP children selected here were both working at level 1 for Blank Level Questioning (level 1 understanding language for children age 2-3 years old). By the end of the summer 2021, both children had were working with in level 4 (understanding language for children aged year 5-6 years old)

Name:

Child A	Baseline	Summer
Level 1	83	100
Level 2	83	94
Level 3	82	100
Level 4	33	67

Name:

Child B	Baseline	Summer
Level 1	83	100
Level 2	72	94
Level 3	71	94
Level 4	44	89

Our Pupil Premium Grant was also used to invest in Phonics support for our most disadvantaged children. Due do the impact of our targeted Phonics interventions and resources, we have seen PP children across Key Stage one make good progress form their starting points in September 2020 to July 2021. By the end of the Summer 2021 44% (7/16) of our PP children reached the phonics screening standard with one child missing the standard by one mark which would then have equalled 50% (8/16). This cohort will complete the Government Provided Phonics Screening check in December 2021, so there is still time for the remaining 50% of PP children to reach the expected standard. This is due to the high quality, daily Phonics teaching by our teachers and teaching assistants, quality resources purchased to match the children's phonics stage, after school booster groups, one to one additional sessions outside of daily group teaching, periodic assessing resulting in targeted teaching and monitoring by our Phonics Lead. An example of this success and impact is:

Child A in Autumn base line scored 6/40. By the end of Summer scored 35/40.

Child B in Autumn base line scored 8/40. By the end of Summer scored 35/40.

Child C Autumn base line scored 14/40. By the end of Summer scored 38/40.

The effectiveness of our Phonics investment continued in year 2. At the beginning the year 2020, 43% (6/14) children in receipt of the Pupil Premium Grant achieved the Government Phonics screening standard. By the end of the year, Summer 2021, 71% (10/14) of PP children achieved the Phonics screening clearly showing impact.

To address our PP children's needs we effectively invested in interventions across Key Stage 1 and 2. These interventions were targeted and bespoke taken from our robust gap analysis in September 2020. These interventions were in place over the Autumn term and Summer Term as there was a National Lockdown across England in January 2021-March 2021. During the Summer term we invested in two additional teachers to streamline English and Maths across Year 3, 4 and 5; Provide targeted interventions for year 6; Support Phonics interventions and Speech and Language interventions. Due to the impact of this investment, children in receipt of Pupil Premium Grant left their current year with improved skills and knowledge across the core subjects and diminish the impact the pandemic had on our most disadvantage children.

The table below shows the effective impact interventions had on PP children's progress. The percentages highlighted in green show the positive improvement in the percentage increase in PP children achieving ARE (Age Related Expectations) and GD (Greater Depth) across Key Stage 2 from the cohorts starting points in September 2020. The table also shows the percentage of PP children achieving ARE and GD at the end of the year, Summer 2021.

	Year 3 Summer 2021	Year 3 progress	Year 4 Summer 2021	Year 4 progress	Year 5 Summer 2021	Year 5 progress	Year 6 Summer 2021	Year 6 progress
Reading	63% at ARE 19% at GD	+13% at ARE +11% at GD	70% at ARE 8% at GD	+29% at ARE	78% at ARE 21% at GD	+12% at ARE +8% at GD	48% at ARE 19% at GD	+11% at ARE +19% at GD
Writing	56% at ARE 6% at GD	+23% at ARE +6% at GD	54% at ARE 0% at GD	+29% at ARE	57% at ARE 0% at GD	+17% at ARE 	48% at ARE 5% at GD	+22% at ARE +5% at GD
Maths	57% at ARE 19% at GD	+24% at ARE +19% at GD	54% at ARE 0% at GD	+21% at ARE	71% at ARE 7% at GD	+24% at ARE +7 at GD	53% at ARE 5% at GD	+11% at ARE

Attendance tracking

Class	2018- 2019	2019- Spring 2020 (National Lockdown over Summer 2020)	September 2020- December 2020 (National Lockdown January 2021-March 2021)	April 2021- July 2021
Pupil Premium	92.8%	94.2%	93.2%	92.8%
Non- Pupil Premium	94.8%	95%	96.3%	96%

From our attendance tracking, you can see the positive impact the attendance officer was having on our most disadvantaged children following 2018-2019 data up until the First National Lockdown in March 2020, and how on return to school in September, attendance was still an improvement on 2018-2019. We can clearly see the impact the pandemic had on our most disadvantaged children. Having an attendance office during the most challenging times for the most disadvantaged children and their attendance, ensures we have the capability to make those first response calls for a child's absence, reengaging parents after National lockdowns and isolations, referring families to the Local Authority Attendance team for further support and communicate the importance of attendance to families.

Magic Breakfast

Magic breakfast has been a huge support for some of our families during the pandemic. The impact could be seen through the large number of food parcels needed for our most disadvantaged families during that time. The impact continued when Lockdowns were lifted, providing a vital meal for children first thing in the morning, impacting on those children's attendance, wellbeing and readiness to learn.

Children's University

The purpose of Children's University is to offer a well-rounded, diverse and challenging education that will ensure the love of learning and future success for all students.

Through the scheme, children are encouraged to widen their experiences beyond the classroom. In the past, extra-curricular learning has taken place at a variety of venues where children have been able to meet and mix with other children, learn new skills and knowledge, and really hone their own particular interests.

This year 2020-2021, owing to the restrictions placed upon us as a result of the COVID-19 pandemic, children at Yew Tree haven't been able to access afterschool clubs in the usual manner. Online Learning, Zoom classes, and Children's University challenges have replaced the usual face to face activities that the children love, but the commitment has remained. The children

have quickly adapted, and continued to participate and accumulate hours towards their graduation certificates.

Children have taken part in virtual taekwondo classes, Kids' fitness classes, art lessons. There have been Children's University activities where reading dens have been constructed; giant noughts and crosses boards were made; bingo was played with leaves; crack the code mazes were made for Lego. Some children enjoyed the science activities: ice melting challenges, and my favourite – eggs in parachutes! And there was so much more! The children were also able to submit hours for work completed remotely during lockdown. As restrictions eased, children in Years 1-6 will be offered sports enrichment with Everton In The Community sports coaches and Yr6 have 5 sessions of Archery all adding to their hours for graduation. Graduation this year will be virtual on 16th June 2021 and we will have 37 children graduating.

Special Educational Needs and Disabilities

Our commitment to working with an Educational Psychologist for support and advice continued throughout the year. This is crucial for our most disadvantaged children, as we believe we can identify children's Special Educational Need or Disability earlier and put in to place intervention swiftly. This is a vital partnership as 48.5% of children who receive the Pupil Premium Grant are also identified on our SEND register. An example of the Educational Psychologist's impact can be seen through completing whole class observations across Key Stage 1 to offer support and advice and make any early identifications of needs within those cohorts. During those observations, needs were identified and a report was produced for both classes to support the provision and teaching. Also from those observations, the EP supported a Pupil Premium child's move to alternative provision to meet their needs and their EHCP application, and supported school in the transfer of and other child to our Designated Special Provision.

The commitment to Occupational health has also continued for a Pupil Premium children. Due to its effective partnership we successfully transferred a children from our mainstream into our DSP and created a bespoke plan provision to meet that child's needs.

DSP Leadership and EYFS/Key Stage One leadership

DSP manager has been involved in all annual reviews for each Pupil Premium child in the provision, and various referrals have been made to physio-therapy, the ND pathway, SALT, continence team and the learning mentor - all to ensure that each child receives the bespoke support that is needed. The DSP manager has also arranged CPD in Trauma training, blank level questioning, outdoor curriculum and enrichments and Bsquared for both teachers and teaching assistants. The impact of this leadership can be seen in the progress the disadvantaged pupils make from their starting points.

The EYFS manager has been integral to the shaping of the EYFS curriculum in light of the new Early Years Framework that comes into effect September 2021. The preparation and planning for the provision, teaching and learning has heavily taken into account our most disadvantaged

children's needs. Our EYFS lead has provided CPD in utilising the outdoors, vocabulary, interactions and observations. All of which impacted our children in receipt of the Pupil Premium Grant. Due to the effectiveness of the EYFS lead we have seen the success in Phonics mentioned earlier in this review. The EYFS lead has also been instrumental in providing and coordinating the interventions for the most disadvantaged children in the early years and Key Stage 1.