

Pupil premium strategy statement

This statement details our school's use of pupil premium 2021/2022 - 2023/2024 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	Yapton CE Primary
Number of pupils in school	December 21- 289 December 22- 298 December 23 -289
Proportion (%) of pupil premium eligible pupils	December 2021 - 21% December 2022 - 22% December 2023 - 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 December 2023 December 2024
Statement authorised by	Kim Huggett Headteacher
Pupil premium lead	Kim Huggett
Governor / Trustee lead	Cass Tait

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,070
Recovery premium funding allocation this academic year	£8,772
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,872
Total budget for this academic year	£94,714

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Yapton C of E Primary School we believe that our children should have a curriculum that empowers them to be able to 'live life in all its fullness'.

Our curriculum enables our children to

- Have a secure understanding of themselves and their place in our world today
- To be involved in planning their learning journey
- To be aspirational in all that they do
- To be reflective
- To engage in purposeful real experiences
- To be kind
- To understand and celebrate the uniqueness of individuals

Our desire for all our pupils, regardless of background, or socio-economic circumstances or other challenges, is for them to make good progress and to be the best version of themselves.

We aim to provide a whole school approach so children are not 'labelled' or 'judged' but have an equity of provision. All staff are responsible for improving outcomes and raising expectations of what can be achieved by our pupils.

We recognise that the earlier support is given, the better the chance of success for our disadvantaged pupils throughout their school life.

'No child left behind at Yapton C. of E. Primary School'

Four Areas of Spending Focus

<i>Attendance</i>
<i>Equity of Provision</i>
<i>Attainment</i>
<i>Enrichment</i>





Yapton C. of E. Primary School
School Improvement Plan 2023-2024

Priorities for 2023-2024 (post Ofsted March 2022)	
Priority 1	The vision and values are fundamental to the everyday life of our church school
Priority 2	The quality of education for all children is at least securely good
Priority 3	Behaviour and attitudes across the school are exceptional
Priority 4	Personal development across the school is exceptional
Priority 5	Leadership at all levels is highly effective
Priority 6	The quality of Early Years education provided is excellent

SIAMS – CHURCH SCHOOL FOCUS

OBJECTIVE 1: The vision and values are fundamental to the everyday life of our church school

- 1.1 The school's distinctive Christian character is further embedded
- 1.2 Collective worship reflects our Anglican distinctiveness
- 1.3 Opportunities for reflection are available in all classrooms and in the hall
- 1.4 Highly effective, consistent and cohesive teaching of the RE curriculum enables all learners to articulate the key knowledge demonstrating a wider understanding of the whole world and other cultures

THE QUALITY OF EDUCATION

OBJECTIVE 2: The quality of education for all children is at least securely good.

- 2.1 Ensure our ambitious curriculum is designed to give all pupils the knowledge and cultural capital they need to succeed in life
- 2.2 All pupils achieve the best possible outcomes
- 2.3 Teachers can clearly articulate the planned interventions and scaffolding for pupils with SEND and lower prior attainment whilst demonstrating success
- 2.4 Ensure that teachers know what the most important information is that pupils need to retain, so that they can check whether pupils are learning the curriculum and remembering key knowledge in the foundation subjects

BEHAVIOURS AND ATTITUDES

OBJECTIVE 3: Behaviour and attitudes across the school are excellent.

- 3.1 Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
- 3.2 Pupils make significant contributions to the life of the school and wider community
- 3.3 Pupils behave consistently well, demonstrating high levels of self-control within an ethos of high expectations and restoration

PERSONAL DEVELOPMENT

OBJECTIVE 4: Personal development across the school is excellent.

- 4.1 All groups of pupils engage and benefit from the opportunities provided by the school
- 4.2 Rich experiences are carefully planned and delivered through our ambitious curriculum offer both within and beyond the classroom

LEADERSHIP AND MANAGEMENT

OBJECTIVE 5: Leadership at all levels is highly effective.

- 5.1 The school's vision and values inspire everyone to have relentless ambition for themselves and others
- 5.2 The leadership and provision of D.T, Music, MFL and Computing will be a focus for the school
- 5.3 Children engage and lead change within our community
- 5.4 Refine subject leadership so that leaders are able to support teachers to have better subject knowledge in all subjects and to deliver the curriculum consistently well
- 5.5 The Governing Body understands their role and carry this out effectively

EARLY YEARS EDUCATION

OBJECTIVE 6: The quality of Early Years education provided is excellent.

- 6.1 The EYFS curriculum provides rich opportunities with no limits or barriers for achievement for all children
- 6.2 Children are deeply engaged showing sustained high levels of concentration and resilience so that they all achieve their best possible outcomes across the seven areas of the Early Years curriculum
- 6.3 In depth knowledge of individual children provides challenge and opportunities for learning through an interest led provision



Community Wisdom Dignity Hope



Challenges

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

Challenge number	Detail of challenge
1	Children start school with low levels of language which impact on communication, interaction and understanding.
2	Children have positive attitudes to reading and sharing books but lack the knowledge and skills for fluent decoding and confident recall of information (comprehension)
3	Limited life experiences impact on children's breadth of vocabulary and grammatical accuracy in speaking and writing.
4	Poor working memory impacts on children's ability to recall number facts that they then rely on as a foundation to wider maths learning.
5	Children can display a lack of confidence/self-esteem/poor self-regulation. A high proportion () have 1 or more Adverse Childhood Experience.
6	Lack of parental engagement due to personal experiences and lack of knowledge
7	Lack of opportunities from home re: cultural/sporting experiences
8	Challenging home lives contributing to poor attendance/unsettled behaviour.

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
Close the gap in language attainment between PP eligible children and non-eligible children in EYFS	<p>Children with PP will make similar or accelerated progress in language acquisition/use in comparison with non-PP children.</p> <p>Vulnerable children will be identified and tracked using Assess, Plan, Do Review model. These children will be discussed with SLT in termly Pupil Progress meetings.</p> <p>EY baseline will evidence progress from assessed starting point.</p> <p>Termly PP meetings identifies impact on interventions for target pupils</p>

<p>Improve PP eligible children's phonic knowledge to ensure the gap closes between them and non-PP eligible children in school</p> <p>Improve PP eligible children's recall of information from a text to ensure the gap closes between them and non PP eligible children in school.</p>	<p>Phonics data will show that PP will make similar or accelerated progress in phonic acquisition in comparison with non PP children (Springhill hub data)</p> <p>SSRT will show that PP eligible children are making similar or accelerated progress in line with their peers so their reading age is closely matched to their chronological age or higher.</p> <p>TA (termly data drops in CM simple) demonstrate that PP eligible children make similar or accelerated progress in decoding and comprehension strands.</p> <p>EY baseline will evidence progress from assessed starting point.</p> <p>Year 2 optional tests will validate TA to demonstrate similar or accelerated progress.</p> <p>Phonics Screening for pupils in Year 1 and 2 that PP will make similar or accelerated progress in phonic acquisition in comparison with non PP children</p> <p>Year 6 reading tests will demonstrate that PP eligible children have made similar or accelerated progress in reading than non PP children.</p> <p>Termly PP meetings identifies impact on interventions for target pupils</p>
<p>School provides hooks and real life opportunities for children to develop their life experiences in order to write about them. (E.g. learning opportunities outside of the classroom, linking Forest School experiences to current topic, using high quality texts including picture books)</p>	<p>TA (termly data drops in CM simple) demonstrate that PP eligible children make similar or accelerated progress in writing.</p> <p>Book looks demonstrate strong pupil progress in line or above non PP eligible children.</p> <p>Book looks demonstrate marking and feedback have a clear impact on pupil progress.</p> <p>There is a reduction of grammatical errors in children's writing.</p> <p>Feedback and differentiation is based on fluid assessments.</p> <p>Moderation of books validates TA.</p> <p>Termly PP meetings identifies impact on interventions for target pupils</p>

<p>Improve PP eligible children's recall of number facts to ensure the gap closes between them and non-PP eligible children in school.</p> <p>Improve PP eligible children's working memory so that they can apply skills to wider maths learning.</p>	<p>TA (termly data drops in CM simple) demonstrate that PP eligible children make similar or accelerated progress in number.</p> <p>Book looks demonstrate strong pupil progress in line or above non PP eligible children.</p> <p>Book looks demonstrate marking and feedback have a clear impact on pupil progress. Feedback and differentiation is based on fluid assessments. Moderation of books validates TA.</p> <p>Year 2 optional tests will validate TA to demonstrate similar or accelerated progress.</p> <p>Multiplication test for pupils in Year 4 shows that PP have made similar or accelerated progress in number fact acquisition in comparison with non PP children</p> <p>Year 6 mental maths and maths tests will demonstrate that PP eligible children have made similar or accelerated progress in reading than non PP children.</p> <p>Termly PP meetings identifies impact on interventions for target pupils</p>
<p>Adults in school demonstrate effective support and understanding of ACE and the impact that this has for those pupils who need it.</p> <p>Adults have high aspirations and set goals that stretch and challenge PP eligible children.</p> <p>For support staff to be proactive and responsive to pupil's personal, social, emotional and learning needs.</p>	<p>TA (termly data drops in CM simple) demonstrate that PP eligible children make similar or accelerated progress.</p> <p>Statutory testing data shows that PP eligible children attain similar results to their non PP peers.</p> <p>Behaviour data shows there is little or no disparity between PP eligible pupils and their peers.</p>
<p>Parental engagement improves so that a parent's prior experiences or lack of knowledge has little or no impact on their child's learning.</p> <p>The role of the Attendance and Family Support Officer has a positive impact on raising PP attendance data.</p>	<p>Gap between PP eligible children and non PP eligible children closes.</p> <p>Attendance at parent teacher meetings are at least 80% with follow up individual contact to the remaining 20%</p>
<p>The school vision is integral to all aspects of this provision.</p>	<p>Attendance of PP eligible children at these events is at least in line with their non PP eligible peers.</p>

<p><i>'At Yapton C. of E. Primary School we believe that our children should have a curriculum that empowers them to be able to 'live life in all its fullness'</i></p> <p>The revised LTP for pupils includes opportunities for all children to participate in learning experiences that have a positive impact on their learning behaviours and cultural capital.</p>	<p>All MTP demonstrate the school's vision as an integral part of the learning process.</p>
<p>Parental engagement improves so that challenging home life / unsettled behaviour has little or no impact on their child's attendance at school and learning.</p> <p>The role of the Family Learning Mentor has a positive impact on raising PP attendance data.</p> <p>Your Space Therapy has a positive impact on raising PP aspirations and attainment and negating negative behaviours.</p>	<p>Attendance of PP eligible children at these events is at least in line with their non PP eligible peers.</p> <p>Behaviour data shows there is little or no disparity between PP eligible pupils and their peers.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD</i>	'Professional development for Classroom teachers and other practitioners is recommended as part of long term, tiered approach to addressing disadvantage in school'- Durrington Research School	1,2,4,5

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

Budgeted cost: £79,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants targeted support for PPG children in all classes	EEF-Moderate impact for moderate cost +4	1,2,3,5
Family Learning Mentor	EEF-Parental engagement- moderate impact for very low cost+4	5,6,8
Attendance and Family Officer	EEF-Parental engagement-moderate impact for very low cost +4	6,8
DHT teaching Maths in Y4 and Y6 to enable discreet teaching	High Quality Teaching to raise outcomes	4

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

Budgeted cost: £14,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Your Space Play Therapy	EEF-Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance	1,6
<i>Part funding for School Trips and School residential trips as required</i>	Building cultural capital	3,7
<i>Whole funding for before and after school activities- Music lessons, SAMA Karate, Rock-Steady</i>	Building cultural capital. Improving health and wellbeing	3,7
<i>Curriculum Resources/School Uniform/Transport/Transition Support</i>	Jigsaw - PSHE Scheme EEF-Collaborative learning approaches- high impact for low cost based on limited evidence-school evidence shows high impact as children disagree respectfully, flexible groupings in each lesson, children confident to share ideas and speak out for what is right. Ensuring Equity of provision	3,7

Total budgeted cost: £94,714

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have worked with the Durrington Research School to support our disadvantaged learners. We were given training and support over the year and we found this to be a positive way forward in deepening our understanding of how to address educational disadvantage.

Our PPG review in Autumn 2020 stated “the school’s new curriculum enables them to focus on need and breaking down the barriers presented by socio economic disadvantage” and that “the school is well placed to embark on the next steps in supporting disadvantaged pupils to improve outcomes”

Our assessments in terms of attainment and progress for our PP pupils show some positive moves in both those areas across the school, which shows positive impact of targeted TA support –see table below:

PPG attainment and progress headlines in 2020/21:

Attainment		Progress	
KS1	KS2	KS1	KS2
<ul style="list-style-type: none"> - Reading, Writing and Maths: increase in attainment from Spring 2 to Summer - PPG/Non PPG: attainment gap narrowed by 6% in Writing 	<ul style="list-style-type: none"> • Increase in attainment in Maths from 48% to 51% • (change in provision in KS1 has begun to have an impact from beg of Spring 2) • Pure PPG attainment in KS1 in Reading, Writing and Maths improved by average of 20-30% 	<ul style="list-style-type: none"> • Increase in Reading and remained stable in Writing and Maths Increased Reading: 75% to 78% • PPG/ non PPG: progress gap in Writing has narrowed by 16% 	<ul style="list-style-type: none"> • Reading and Maths progress improved by 3% and 8% • PPG: Reading and Writing stabilised and Maths improved by 6% • Gap PPG/non PPG in Writing dropped by 16% (due to non PPG dropping)

We also saw an improvement in our PPG attendance- up from 91.9% in 2019/20 to 93% in 2020/21 which shows the impact of improved parental engagement. Attendance is still an issue on which we are working so we can close the gap further this year.

The impact of COVID -19 on the wellbeing and mental health of our children and families has been very noticeable and has had particular impact on our disadvantaged children and families. The wellbeing focus on therapeutic input, support for families from both our Attendance and Family Officer and Family Learning Mentor will be part of key provisions for the coming year.

PPG OUTCOMES 2021-2022

Attendance dropped to 88% for children eligible for pupil premium funding. Significant contextual anxiety around the cumulative impact of the lockdowns coupled with a very high percentage of illness. Although this has decreased, this is inline with the whole school figure which has also decreased due to high level of illness and holidays that have been rebooked since COVID.

Early Years Foundation Stage

GLD

	Cohort	PPG	Non-PPG	Pure PPG
% ARE	61	25	64	33
Gap		-39		-31

Progress

	Cohort	PPG	Non-PPG	Pure PPG
% Expected	59	50	60	67
Gap		-10		-7

Year 1

Phonics Screening

	Phonics
% ARE (32+) or above	80
% 35+	64
% 38+	43

Year 2 Retakes (9)		Phonics
% ARE (32+) or above		67
% 35+		33
% 38+		0

Year 1

	Cohort	PPG	Non-PPG	Pure PPG
% ARE	80	50	81	100
Gap		-31		19

End of Key Stage 1

Teacher Assessment

	Reading	Writing	Maths	Combined*	Science
% ARE or above	64	56	56	46	87
% GDS	15	8	5	3	N/A

*based on TA

End of Key Stage 1 Tests

	Reading	Maths
% ARE or above	46	44
% GDS	8	3

PPG v Non-PPG

	Reading		Writing		Maths		Combined*	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
% ARE or above	38	71	25	65	38	61	25	52
Gap (2019)	-33 (-32)		-40 (-26)		-23 (-32)		-27 (-)	

End of Key Stage 2**Teacher Assessment**

	Reading	Writing	Maths	Combined*	Science
% ARE or above	55	50	42.5	40	70
% GDS	10	12.5	10	7.5	N/A

*based on TA

End of Key Stage 2 Tests

	Reading	GPS	Maths	Combined**
% ARE or above	60	40	40	32.5
% GDS	15	7.5	7.5	5

**based on Reading and Maths tests and Writing TA

PPG v Non-PPG

	Reading		Writing		Maths		Combined*	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
% ARE or above	54	59	23	63	23	48	8	44
Gap (2019)	-5 (-54)		-40 (-44)		-25 (-50)		-36 (-47)	

PPG OUTCOMES 2022-2023

Attendance Data from 05.09.2022 – 17.7.2023

Whole School	PPG	Non - PPG	Difference
92.68%	90.08% <i>From 88% last academic year.</i>	93.56%	-3.48% <i>Gap widened by 0.14% from Spring term to Whole Year.</i> <i>Many PPG families taking a holiday in the Summer Term</i>

Early Years Foundation Stage 2023

GLD

	Cohort	PPG	Non-PPG	Pure PPG
% ARE	71 (61)	66.7 (25)	71.4 (64)	66.7 (33)
Gap		-4.7 (-39)		-4.7 (-31)

Progress

	Cohort	PPG	Non-PPG	Pure PPG
% Expected	98 (59)	100 (50)	97.1 (60)	100 (67)
Gap		2.9 (-10)		2.9 (-7)

52% of those emerging at Baseline now Expected

Year 1 2023

Phonics Screening

	Phonics
% ARE (32+) or above	84 (80)
% 35+	71 (64)
% 38+	53 (43)

Year 2 Retakes (9)		Phonics
% ARE (32+) or above		56 (67)
% 35+		22 (33)
% 38+		0 (0)

Year 1

	Cohort	PPG	Non-PPG	Pure PPG
% ARE Phonics Check	84 (80)	88.9 (50)	83.3 (81)	100 (100)
Gap		5.6 (-31)		16.7 (19)

End of Key Stage 1 2023**Teacher Assessment**

	Reading	Writing	Maths	Combined*
% ARE or above	64 (64)	57 (56)	64 (56)	53 (46)
% GDS	0 (15)	0 (8)	16 (5)	0 (3)

*based on TA

End of Key Stage 1 Tests

	Reading	Maths
% ARE or above	68 (46)	68 (44)
% GDS	14 (8)	14 (3)

PPG v Non-PPG

	Reading		Writing		Maths		Combined*	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
% ARE or above	50 (38)	64.3 (71)	50 (25)	54.5 (65)	50 (38)	64.3 (61)	50 (25)	50 (52)
Gap (2019, 2022)	-14.3 (-32, -33)		-4.5 (-26, -40)		-14.3 (-32, -23)		0 (-, -27)	

Year 4 2023**Multiplication Tables Check**

	MTC
MTC % ARE (25)	38 (7)
MTC % ARE (20+)	64 (27)
Av. Score	20.6

End of Key Stage 2 2023**Teacher Assessment**

	Reading	Writing	Maths	Combined*	Science
% ARE or above	63 (55)	63 (50)	58 (43)	56 (40)	86 (70)
% GDS	5 (10)	2 (12.5)	7 (10)	2 (7.5)	N/A

*based on TA

End of Key Stage 2 Tests 2023

	Reading	GPS	Maths	Combined**
% ARE or above	67.4 (60)	65.1 (40)	58.1 (40)	55.8 (32.5)
% GDS	9.3 (15)	16.3 (7.5)	7.0 (7.5)	0 (5)

**based on Reading and Maths tests and Writing TA

PPG v Non-PPG

	Reading		Writing		Maths		Combined*	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
% ARE or above	67 (54)	61 (59)	67 (23)	61 (63)	60 (23)	50 (48)	60 (8)	46 (44)
Gap (2019, 2022)	6 (-5, -54)		6 (-40, -44)		10 (-25, -50)		14 (-36, -47)	

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
Your Space Play Therapy	Your Space Therapies, Sompting, West Sussex

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Staff within school and external providers will be running lunchtime and after school clubs at no extra cost. This will include, over the year, various sports clubs, Outdoor Explorers, Lego club, Sing and Sign club, Gardening Club, STEM club, Young Voices etc

<i>PPG AUTUMN TERM 2022</i>	<i>PPG SPRING TERM</i>	<i>PPG SUMMER TERM 2023</i>
<i>21% of PPG children attended Clubs</i>	<i>39% of PPG children attended Clubs</i>	<i>44% of PPG children attended Clubs +5% due to the addition of lunch- time Clubs as a result of looking at the PPG Club data.</i>