

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Yavneh Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	2.8% - This increased during the school year This increased from 1.9% during the year
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<ul style="list-style-type: none">• 2021 – 2022• 2022-2023• 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs C Field
Pupil premium lead	Mrs N Wilson
Governor / Trustee lead	Mr Mike Rubenstein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	£270 National tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9965

Part A: Pupil premium strategy plan – Statement of Intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP pupils to play a full and successful part in the academic and wider school community. To achieve this, we aim:

- To ensure that all PP pupils participate in the academic and wider curriculum to the same extent as their peers
- To remove barriers to learning created by poverty, family circumstances and background
- To ensure that pupils are able to read and write fluently to enable them to access the breadth of curriculum.
- Enable pupils to look at their social and emotional wellbeing and to develop resilience.
- To ensure that PP pupils on average make increasingly good progress year on year (i.e. meet or exceed age related expectation each year and at the end of each key stage)

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions,

We aim to do this through:

- Providing all teachers with high quality CPD to ensure pupils have access to high quality teaching.
- Providing targeted intervention to address identified gaps.
- Ensuring children have access to the wider curriculum e.g access to residential trips, first hand experiences and enrichment activities such a sports club.
- Provide support for pupils social and emotional development .

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "Olam Chessed Yibaneh – A World Built on Kindness" for all, regardless of disadvantage or need.
- That the most effective method of addressing disadvantage is through a strong focus on ensuring there is high quality teaching learning and assessment , as advocated by the EEF.
- That providing high quality pastoral is essential to meet the social, emotional and mental health needs of all pupils.

- That the use of robust monitoring systems can identify barriers and effectively inform and evaluate interventions is essential to maximising the impact of PP funding.
- That specific intentions should be based on identified need.
- That PP funding is leveraged to benefit as many pupils as possible, including non PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that there is no attainment gap across reading, writing and maths.
2	Pupils with additional learning need the right support to access the curriculum
3	To ensure that PP pupils feel they receive the same opportunities: - Access to the wider curriculum - enrichment opportunities such as music and sports - Access to education - school trips, swimming, uniform
4	75% PP pupils have newly separated parents so live between 2 houses. This results in low self-esteem, social anxiety and inconsistent support at home.

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
SEMH needs are met with active support	<ul style="list-style-type: none"> • Referrals made to mental health team for 1:1 support and support given for pupils and some parents • Art therapy in place, pupils given an outlet to express their emotions and support
To continue to achieve high standards in reading, writing and maths and work towards ensuring there is no gap in attainment and progress between PP and non-PP pupils	<ul style="list-style-type: none"> • Targeted teaching is personalised to the pupil's needs and is adapted where necessary to enable pupil to access curriculum and make progress. • Pupils to read for pleasure. • Teachers and teaching assistants receive high quality CPD, coaching and mentoring to deliver successful

	<p>targeted teaching programmes alongside quality first teaching.</p> <ul style="list-style-type: none"> • QA observations, learning walks, work scrutiny, drop-ins and CPD to ensure that all pupils experience lessons that enable at least good progress to be made • Pupil progress meetings show that PP pupils perform in line with non - PP pupils and strategies are in place to ensure PP pupils meet their targets • Observations show that the targeted support delivered to pupils is effective and meeting their academic and social needs.
Foster a positive learning environment where all pupils feel challenged and confident to participate and ask questions.	Learning walks show effective use of behaviour for learning strategies and routines in line with whole school policy.
To work with pupils to build on and improve confidence and social behaviour.	Increased self-esteem among pupils
Encourage pupils to openly communicate with adults at school regarding any concerns and problem-solving.	Pupils express comfort in discussing worries with school adults and finding solutions.
Enhance pupils' resilience and promote a willingness to work independently	Pupils demonstrate increased resilience and a greater inclination to work independently, resulting in higher levels of individual work production.

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: £ 965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training given to staff to ensure there is quality first teaching for all pupils and any gaps in attainment are bridged.	<p>Evidence states that high quality teaching and effective professional development improves pupils outcomes.</p> <p>Assessment data shows no gap.</p> <p>Pupils feel supported with social challenges</p>	1,2,3,4

CPD implemented to develop consistent high-quality teaching and behaviour for learning techniques in all lesson centred around Growth Mindset.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers , Dweck (2006). This is further supported by the EEF Tool Kit which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e. +4 Months to learning	1,2,4
Regular assessments to identify underperforming pupils and to signpost interventions.	Pupil progress meetings show that PP pupils perform in line with non - PP pupils and strategies are in place to ensure PP pupils meet their targets	1, 2
Maths Mastery curriculum, Read Write Inc and Talk for Writing, Penpals, Kapow programme in place throughout the whole school	Pupils make progress in line with their peers Teaching across all year groups is progressive and well sequenced.	2
Training given to staff by mental health leads to support pupils emotional well - beings Well being and Me Award Kapow purchased and implemented	Observations show that the targeted support delivered to pupils is effective and meeting their emotional needs. Pupils confidently engage in Heads up activities and are observed using these strategies during work and play.	1 , 2

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted teaching from TA's and teachers working on child's specific needs and targets	Data shows pupil is making progress Pupils reading daily so reading fluency and confidence improves. Early morning and afterschool interventions	1, 2, & 4

Touch Typing	Life skill is taught. Touch, type, read and spell programme and reading and spelling levels increase	1, 2 & 4
--------------	---	----------

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapy	Pupils have space to express their emotions. Impact behaviour and well-being improves	4
Provide high quality pastoral care including mentoring and support of vulnerable pupils by well-being team	Pupils confidence has increased and pupils have secure relationships with staff who can support them.	1 & 4
Social Skills groups run weekly	Pupils well equipped to manage and regulate emotions . Pupils happy to talk about feels and find solutions to problems	1 & 4
Ensure that pupils can access full taught and extra curriculum - payments for school trips, residential	Pupils gain more social and team building opportunities	3, 4
After school clubs - 1 per child per term	Pupils gain additional sports skills	3, 4
Support with school trips and residential trips	Pupils gain access to the wider curriculum	1,2,3,4

Total budgeted cost: £9965

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. This document only shows data for the 12 children who were in receipt of pupil premium grant /FSM before July 2023. Many of the pupils were not receiving FSM until midway through the year.

Each child was provided with additional teaching interventions to support them with progress and attainment. Those in need were supported with mental health This personalised learning meant that children received input in the areas of the curriculum most needed.

PP pupils in Yr 6 summer 23

KS1 Baseline			Year 6								
Estimated &/or Validated			Checkpoint 1			Checkpoint 2			Endpoint		
REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT
EXS	EXS	EXS	EXS	WTS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	EXS	EXS
EXS	EXS	EXS	EXS	WTS	WTS	EXS	WTS	EXS	EXS	WTS	EXS
EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	GDS

Child 1 had a dip in writing in the autumn term but was supported and narrowed the gap to be working at government expectation by the end of the school year (EXE)

Child 2 was included in many interventions and 1:1 and made better than expected progress from starting point in writing and maths and although reading and understanding at the correct level verbally, struggled with inferencing

Child 3 has had poor attendance due to his mental health so there was not enough evidence of writing to show he was working at EXE. Support in other areas meant he maintained his level of progress. Child working with a mental health support worker

Children 4 was included in a accelerated maths group and made better than expected progress in Maths to work at GDS

PP pupils in yr 5 summer 23

KS1 Baseline			Year 5								
Estimated &/or Validated			Checkpoint 1			Checkpoint 2			Endpoint		
REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT
EXS	EXS	EXS	WTS	WTS	EXS	WTS	WTS	EXS	EXS	EXS	EXS
WTS	WTS	WTS	EXS	WTS	WTS	EXS	WTS	WTS	EXS	WTS	WTS
WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS
EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
WTS	WTS	WTS	WTS	WTS	WTS	EXS	EXS	EXS	EXS	EXS	EXS
WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	EXS

Child 1 had a dip in reading and writing at the beginning of the year and was supported to ensure they caught up to meet ARE

Child 2- narrowing the gap in reading and being supported in all other areas. Child 2 has 1:1 maths intervention weekly.

Child 3 receiving art therapy to support with emotional well being

Child 4 making good progress with support in place

Child 5 has had 1:1 support, been included in interventions and given support for Spld and is making better than expected progress.

Child 6 is making progress from his starting point especially in writing and maths with the support he has in place.

PP pupils in yr 4 summer 23

KS1 Baseline			Year 4								
Estimated &/or Validated			Checkpoint 1			Checkpoint 2			Endpoint		
REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT
EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
GDS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	GDS

Child 1 supported with mental health and well being and due to this was able to continue to make progress in all areas

Child 2 is being challenged by teacher intervention with reading and has exceed progress in Maths due to support

PP pupils in yr 3 summer 23

KS1 Baseline			Year 3								
Estimated &/or Validated			Checkpoint 1			Checkpoint 2			Endpoint		
REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT
GDS	EXS	GDS	GDS	EXS	GDS	GDS	GDS	GDS	GDS	GDS	GDS
GDS	EXS	EXS	EXS	EXS	EXS	GDS	EXS	EXS	EXS	EXS	EXS
EXS	WTS	EXS	EXS	WTS	EXS	EXS	WTS	EXS	EXS	EXS	EXS

Child 1 continues to work at GDS in all areas and is challenged in class

Child 2 attendance has dropped, and this has had an impact on progress in reading. Child is heard 1:1 to support with stretch and challenge as not heard at home.

Children 3 has made better than expected progress in writing due to support in place

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
	N/A

Service pupil premium funding

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