Pupil premium strategy statement – Yoxford and Peasenhall Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24 - 2025-26
Date this statement was published	December 2023
Date on which it was reviewed	11th December, 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katy Last
Pupil premium lead	Jo Garnett
Governor / Trustee lead	Steve Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
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*	£42,020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least expected or good progress to be able to achieve age related expectations and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who may potentially be high achievers.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is intended to support their needs.

High-quality teaching is foundation of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Teachers will use assessments to identify gaps in learning and through pupil progress meetings will plan interventions and support. Children will be supported in a classroom or through interventions to address gaps.

Children will develop personal learning characteristics which will encourage good behaviours for learning and will enhance children's learning opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	*Observations, assessments and scrutiny of work indicate that attainment in writing is not at national expected standard*
2	*Observations, assessments and scrutiny of work indicate that attainment in reading is not at national expected standard*
3	*Observations, assessments and scrutiny of work indicate that attainment in maths is not at national expected standard*
4	*Low combined RWM*
5	*SEND provision from outside agencies have long waiting times and school staff need to be trained to deliver intervention/ support outside of the classroom*
6	*Phonics tracking indicates that attainment is not at national expected standard*
7	*Improve attendance of individual PP children - School systems demonstrate that attendance has an impact on the achievement and attainment of pupils*
8	*Increase % of pupils achieving GLD*
9	*Children and parents indicate emotional wellbeing and poor mental health leads to behaviour difficulties and difficulties in understanding emotions*

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For attainment and progress in Reading and Writing to meet national expectations	• Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • English lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions • English lead to manage reading skills progress
Observations, assessments and scrutiny of work	• Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress

indicate that attainment in maths is not at national expected standard	• Maths lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions
Low combined RWM	• In completing the two points above we will address this challenge
SEND interventions are effective and at least expected progress is maintained.	• Use CPD effectively to upskill and train staff to effectively support curriculum development • SLT and SENDCo to meet regularly to review teaching and progress • SEND children are consistently identified and supported in QFT • SEND interventions are delivered on Plan, do Review cycle • Outside agency intervention is planned for and utilised as needed • Tutoring is used for targeted progression • Small group and 1:1 support as needed in class • Effective home and school communication
Phonics tracking indicates that attainment is not at national expected standard	• Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • Phonics lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching phonics
Improve the attendance rate for all PP children to at least match the non PP attendance figures	• Office managers to monitor attendance figures and share regularly with AH and HOSWISA • Monitor daily attendance • Develop communication and build relationships between all staff and families • Termly meetings with HOSWISA Office staff to produce termly attendance report
Children to have good emotional wellbeing and mental health	• Children will be taught good learning behaviour characteristics which will impact emotional wellbeing and mental health • Children accept that making mistakes is part of learning • Children and families have the strategies for developing positive mental health • Use learning characteristics to celebrate success and raise self esteem • Wow board used to celebrate successes outside of school

	• ELSA practises target support for specific children • Nurture groups/ social skills groups occur in classes, including daily check ins for vulnerable/ targeted children • PSHE curriculum includes mental health support and strategies
Children and families are engaged with school activities and develop strong resilience to face new challenges	• Provide educational enrichment activities throughout the school day, as after school opportunities and educational visits • Engage parents in termly workshops to support curriculum delivery at home • Embed risk taking and resilience building opportunities in to curriculum subjects • Supplement the cost of trips and educational visits • Attendance is monitored and shows a picture of improvement

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: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular phase briefings with TAs and teachers to share planning and expectations and Pupil Progress meetings held half termly to plan, assess and review.	EEF Making the best use of Teaching Assistants – TAs are provided with appropriate information to support pupils.	1,2,3,4, 5 and 6
Cover for English Lead to lead an effective English curriculum and CPD - writing focus.	Staff professional Development and Training	1, 2 and 4
Development of the maths curriculum across the school to support outcomes.	EEF Mastery Learning	3 and 4

Cover for Maths lead to scrutinise and drive improvement in maths delivering CPD where gaps are identified	Effective leadership has proved to drive forward standards.	3 and 4
Phonics lead to scrutinise and drive improvement in the teaching of phonics	Effective leadership has proved to drive forward standards.	6
Improve the quality of social and emotional learning. These approaches will be embedded into routine and supported by CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)	1,2,3,4,5,6,7,8 and 9

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

Budgeted cost: £ *24,742*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained TA interventions – lego skills, nurture, S&L, phonics, maths	Phonics – Teaching and learning Toolkit. Maths Mastery approach 1	1, 2 and 3

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

Budgeted cost: £5,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards educational visits, residential experiences, uniform, curriculum enrichment experiences	Experience suggests that without financial support, children would miss out on opportunities that their non PP children would get to explore. This also encourages relationship building, being part of a community group and reinforces identity and self- worth. Curriculum Enrichment that targets	5, 7 and 9

	personal development has proved has impact on development.	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £ *40,020*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own summative and formative assessments. Pupil in receipt of pupil premium during 2023-2024 had the following attainment:

- Reading – 25% achieved EXS or better
- Writing – 25% achieved EXS or better
- Maths – 25% achieved EXS or better

Pupil premium children made the following progress from their baseline score at the beginning of the year:

- Reading – 100% made expected progress or better
- Writing – 100% made expected progress or better
- Maths – 100% made expected progress or better

The data demonstrates that the actions put into place to support the PP children enabled them to maintain progress and for some make accelerated progress. We have been able to draw on this school data and observations to assess wider issues impacting on PP children's behaviour, wellbeing and attendance. The deployment of TAs to support SEMH has been impactful, teachers observed that children with this support in class had improvements in wellbeing and focus in class. This support has contributed to the overall learning environment so children feel supported but can also practice personal skills.