

Pupil premium strategy statement – Yaxham CE Primary Academy

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	31%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Headteacher/LGB
Pupil premium lead	Jennie Müller
Governor / Trustee lead	Ann Futter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,800.46
Pupil premium (and recovery premium*) funding carried forward from previous years	
Total budget for this academic year	£23,800.46

Pupil premium strategy plan

Statement of intent

Pupil premium funding is given to schools to support eligible groups of children. We receive Pupil Premium allocated funding for each child entitled to receive Free School Meals, those who have been entitled over the last six years and all Looked After or Previously Looked After Children.

At Yaxham Primary Academy we recognise that designated pupil premium children may have had different experiences and require different levels of support. We aim to support children whatever their barriers may be; environmental, social, economic or learning. Providing experiences, support and resources to ensure that these children achieve at least equal progress to other children with similar starting points.

In order to meet the needs of our children we will use funding to:

- Support children to develop self-esteem
- their build on the skills and interests of our children
- Identify gaps and barriers to learning
- Develop their attitude and behaviours for learning
- Raise the expectations of what they can achieve.

We recognise the importance of engagement of the whole school community including families to support children to make improved and sustained progress alongside their peers. Within school, we know that high quality teaching has the greatest impact on the progress of all children.

Assessment and tracking of the progress of our disadvantaged children ensures they receive carefully targeted support.

In order to ensure we meet the needs of these children the following targets are to be addressed within our school improvement and development plan:

- Ensure that funding ring-fenced for pupils eligible for additional disadvantaged funding, is spent effectively to ensure these children make the best possible progress academically, socially and emotionally
- Ensure that the curriculum provides children eligible for additional disadvantaged funding with the knowledge and cultural capital they need to succeed in life
- Ensure the EYFS curriculum is ambitious and meets the needs of all children entitled to additional disadvantaged funding

Challenges

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

Challenge number	Detail of challenge
1	Progress at KS2 for children from disadvantaged backgrounds has been lower than that of other children nationally.
2	The number of children from disadvantaged backgrounds working at greater depth in Reading, Writing and Maths at EYFS, KS1 and KS2 has been lower than other children nationally.
3	Social and emotional barriers have led to children having fixed mind-sets, low levels of confidence, motivation and aspirations.
4	Early childhood experiences lead to attachment and sensory processing difficulties for some children
5	Parental engagement in children's learning can be difficult to establish and maintain due to challenges and past experiences.
6	Access to a range of experiences to enhance school curriculum within and beyond the school gates

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
Improved levels of progress in Reading, Writing and Maths at KS1 and KS2	Children eligible for PP will make progress in line with other children, within school as well as nationally, at each key stage
Increase the number of children working at Greater Depth at the end of key stages in line with other children in school and nationally	More-able children eligible for PP make good or better progress to work at greater depth, exceeding ARE
Increased confidence, motivation and aspiration	Children eligible for PP will respond to positive behaviour strategies, the curriculum as well as enhancement opportunities, accelerating their levels of progress to meet or exceed ARE by the end of their key stage
Provision meets the developmental needs of all children	Children have appropriate intervention in place and make better/accelerated progress, diminishing the difference between them and other children

Opportunities for parental engagement to support children's learning	<ul style="list-style-type: none"> Children eligible for PP make good or better progress as a result of parental engagement Improved communication between home and school A range of opportunities for parents to understand as well as engage in children's learning Activities planned match gaps in children's learning and parents are given specific information in order to support learning
Children have all the resources they need for school life and access a range of activities to enhance the curriculum, including after-school clubs and activities	<ul style="list-style-type: none"> Children are fully equipped with uniform and other resources required to support school life Children eligible for PP have access to experiences within and beyond the classroom, increasing their knowledge of the wider world

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8276.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Assess children's gaps through PiXL diagnostic assessments <i>Training staff to ensure assessments are administered and interpreted appropriately, then subsequent therapies planned. Bought in professional services where appropriate.</i> Senior leaders monitor progress of vulnerable groups 	<ul style="list-style-type: none"> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct teacher instruction or additional intervention. Diagnostic assessments provide opportunities to reflect on pupil's thinking, strengths and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers as there may be many reasons why a pupil may answer a question a certain way. <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	1,2,4 £2700 £1500.00 (Staffing)
<ul style="list-style-type: none"> CPD support staff leading phonics teaching and small group/intervention 	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a	1,2

specific CPD to ensure subject knowledge tight and consistent	successful school and should rightly be a top priority for pupil premium spending. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	£1924.00 £800.00 (Staffing)
<ul style="list-style-type: none"> The curriculum is enhanced to widen children's experiences through experiences such as author visits, trips, music lessons 	Character-related approaches can be most effective for improving attainment when they are specifically linked to learning https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1,2,3, 6 £1352

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

Budgeted cost: £ 4019.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Children below ARE or not making expected progress receive targeted intervention to accelerate progress Children have access to additional resources to support learning such as Clicker 7, Reading Eggs and Maths Seeds 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>(Support led by HLTA /TA)</p>	<p>1,2,3,4 £2000.00 (staffing)</p> <p>£2019.00</p>

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

Budgeted cost: £ 11215.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Staff are trained and understand sensory processing and attachment issues Provision adapted, providing timetable adjustments, sensory support, flexible seating etc. 	<p>Recommendations following sensory support and other external agencies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1,2,4 £1500 including staffing</p>

Activities to enhance the curriculum and inspire children's interest through experiences such as external visits, author/other inspirational visitors, clubs etc.		1,2,3, 6 £2000.00
<ul style="list-style-type: none"> • Provide opportunities for families to interact and develop understanding of skills e.g. SEN /parenting workshops • Increase staff skills for working with families 	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	All £500
Therapeutic support tailored to meet the specific needs of children. Helping children understand and improve their emotional health and wellbeing.	<p>Mentoring aims to build confidence and relationships, to develop resilience and character and to raise aspirations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4 £500
Children access before and after school care in order to improve attendance and support families accessing work, having issues with transport etc.		All £800
Ensuring that staff have dedicated time and expertise to lead strategically and monitor pupil premium provision.		All £5915.86.

Total budgeted cost: £23,510.86

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the progress of our disadvantaged children internally for this academic year, KS1 data is unavailable due to the pandemic. The progress made has been compared to previous years, judgements have also been made based on our knowledge of the needs of our children and families. The data shows that this support received is having a positive impact, closing the gap between children identified as disadvantaged and other children in their cohort.					
In 2023-24					
		Meeting ARE in Reading, Writing & Maths		Meeting ARE in Reading, Writing & Maths	
		School	National	School	National
All Pupils	12	50%	61%	0%	8%
Disadvantaged	7	57%	67%	0%	10%
SEN	6	0%	n/a	0%	n/a
Based on previous successes and on the needs of our current children, our plan has been adapted to fine tune diagnostic assessments and subsequent interventions. Whilst outcomes are predicted to be as higher than in 2024, children are on track to make good progress from their starting points.					