Pupil premium strategy statement

School overview

Metric	Data
School name	Yardley Gobion C of E Primary
Pupils in school	100
Proportion of disadvantaged pupils	0.9%.
Pupil premium allocation this academic year	£12105.00
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	June 2022
Statement authorised by	Val Griffiths
Pupil premium lead	Val Griffiths
Governor lead	Julie Hammond

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A No asses.data
Writing	N/A No asses.data
Maths	N/A No asses.data

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A No asses.data.
Achieving high standard at KS2	N/A No asses.data.

Measure	Activity
Priority 1	Home Engagement Ensure homework reflects children's abilities through increased support for families (Also to consider home learning for lockdown)
Priority 2	Basic Skills Read, Writing, Maths in line with National Expectations. Focus on basic skill standards in reading, writing and maths so all disadvantaged children (EX.SEND) achieve age-related outcomes (using TA's to deliver high quality intervention using precision teaching)

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching intervention
Projected spending	£8000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in key stage 1&2 (9/9 children)	Dec 2021, April 2022,June 2022.
Progress in Writing	Achieve national average progress scores in key stage 1&2 (9/9 children)	Dec 2021, April 2022,June 2022
Progress in Mathematics	Achieve national average progress scores in key stage 1&2 (9/9 children)	Dec 2021, April 2022,June 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Upskill all TA's and volunteers (beyond EYFS) to ensure phonics understanding to better support reading and spelling across the school
Barriers to learning these priorities address	Training for EYFS lead – time to release to achieve
Projected spending	£1100
Priority 2	Continue to add titles to our decodable phonics reading books. Extending options/choices to encourage reader enjoyment.
Priority 3	Continue to use precision teaching as an intervention for maths for disadvantaged below ARE
Barriers to learning these priorities address	Availability of decodable books is an important on-going priority. Maths basic skills have been identified as a barrier for more advanced work as children develop through the school
Projected spending	£2000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure disadvantaged pupils have access to all enrichment visits during school time and have an option to be supported to attend activities that provide extracurricular opportunities
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development including TA's	Use of INSET days an additional cover being provided by senior leaders. Planned training for TA's
Wider strategies	Engaging the families facing most challenges.	Continue to have an open door policy

Review: last year's aims and outcomes 2020-2021

Aim	Outcome
To have two levels of social, emotional and well-being support developed and evaluated in school	Developed and evaluated with children identified. All pupils identified as disadvantaged have continued to access school successfully during lockdown (both home and blended learners) No increase in concerns of personal well-being and some improvements noted through pupils voice
Financial Support/Parental Relationships	Limited opportunities to demonstrate because of COVID restrictions
Improved progress for pupils in receipt of PPF (maths and English) below ARE	Four identified children have received support, 50% are now at ARE. Work continues with the other two