



Yewstock School Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Yewstock School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	43.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14/12/21
Date on which it will be reviewed	November 2022
Statement authorised by	Clive Padgett, Headteacher
Pupil premium lead	Clive Padgett, Headteacher
Governor / Trustee lead	Pete Lagden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,120
Recovery premium funding allocation this academic year	£ 17,980 (provisional)
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	£98,100

Part A: Pupil premium strategy plan

Statement of intent

At Yewstock, we understand that pupil premium funding is a vital resource to aid us in supporting disadvantaged pupils. In planning our three-year strategy, our focus is to ensure every pupil makes the best possible progress across the curriculum and with communication and interaction, social, emotional and mental health, sensory and physical development and preparation for adulthood. Our personalised offer aims to promote the progress of all disadvantaged pupils and every pupil who is underachieving. As we have seen, the ongoing pandemic has further affected disadvantaged pupils. This report suggests that spending on improving teaching through professional development and training is the most effective use of Pupil Premium, as we believe that the key ingredient of a successful school is that every teacher is supported to keep improving. Secondly, evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Structured one-to-one or small group intervention, which is linked to classroom teaching and enables the transference of skills, is likely to be a key component of an effective Pupil Premium spend. Thirdly, wider strategies which relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support is a good use of the Pupil Premium.

Further information on this guidance can be found at:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategy not only addresses the needs of disadvantaged pupils, its objectives are also for the benefit of all pupils in our setting where funding is spent on whole-school approaches, such as improving skills and knowledge through high quality staff training. The planned outcomes detailed below are intended to benefit non-disadvantaged pupils and improve outcomes for them as well as those of their disadvantaged peers.

Our strategic aims are informed by a holistic understanding of each individual and based on both formal and informal assessment of needs. This approach will ensure we do our utmost to help every pupil make the best progress they can so that they develop into well-rounded individuals with an interest in the world around them, a passion for learning and a strong foundation on which they can progress into adulthood with the ability to make choices and have control.

Challenges

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

Challenge number	Detail of challenge
1	All of our pupils have an Education, Health and Care (EHC) Plan due to cognition and learning difficulties functioning significantly below age related expectations and the majority have additional or complex needs.
2	An increasing number of pupils have SEMH as a primary or secondary need including mental health challenges that are long term and complex.
3	All of our pupils have some degree of communication difficulties with some needing targeted or specialist support to address issues around receptive and expressive language. Developing speaking/communication and understanding skills are fundamental for learning to read and write, managing emotions, developing friendships and are vital for life skills, entering further education or employment. Following long periods away from classroom learning due to Covid-19, we are concentrating on early years, primary, secondary schools, post 16 and families to target skills in spoken language or communication.
4	Many families' circumstances around finances, social isolation and limited community integration, family relationships, low parenting skills or parental SEN or mental health needs provide additional barriers to fostering a joined-up approach to ensure pupil progress.
5	Disruption to learning due to the pandemic has affected progress and attainment, particularly to those children who are disadvantaged.

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 attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention.	Through participation in identified interventions, pupils will be more engaged in learning, make further progress and improve attainment. This will be evidenced through achievement of improved performance, as demonstrated by a range of formative and summative assessments.
Improved Mental Health and Well-Being for disadvantaged pupils.	Through working towards and achieving the Wellbeing Award for Schools, evidence will be found in: A change of culture of school so that all are aware of the importance of support for mental health issues. An embedded ethos where mental health is regarded as the responsibility of all.

	<p>Staff who are available to support all in the school community with Mental Health First-Aid.</p> <p>A whole-school awareness of the role of Mental Health First-aiders.</p> <p>A supporting Mental Health and Wellbeing policy to support children.</p>
<p>Development of practice and resources for Sensory Support to support disadvantaged pupils across the school through BUSS/SAI.</p>	<p>Evidence for improved practice and resources related to Sensory Support will be found in:</p> <p>Pupils identified and screens completed by Specialist OT. Work with class teams to disseminate knowledge for in class strategy.</p> <p>Individual interventions delivered and assessed for impact on learning across the curriculum alongside school-wide universal strategies: communication, sensory motor and STEPS.</p> <p>Complex Needs Lead shares knowledge and development which impact on learning in the curriculum.</p> <p>Therapy Room re-equipped and used effectively to support learning.</p> <p>Resources for interior and outdoor spaces equipped to support sensory learning.</p> <p>Planned interventions have an impact on regulation and functioning for individual pupils.</p>
<p>Enhanced communication in our community for disadvantaged pupils through development of a communication friendly school.</p>	<p>Evidence of a communication friendly school will be:</p> <p>Intensive early language screening and then intervention will improve language for our youngest children. Language is the precursor to reading and allows communication skills.</p> <p>A universal approach to teaching vocabulary in a structured way is an evidence-based way to increase vocabulary learning for all pupils. This impacts all areas of learning and social communication for our pupils.</p> <p>Pupils will receive speech and language in the classroom regularly, linked to their programmes but delivered by the classroom staff.</p> <p>S&L embedded in classroom practice will ensure those pupils with communication needs are receiving high quality communication teaching.</p> <p>Intervention intended to improve language and vocabulary around maths.</p>

<p>Enhanced Yewstock Curriculum through enriching Careers provision across the school to support disadvantaged pupils.</p>	<p>Evidence of an enriching Careers provision will be:</p> <p>Careers development is underpinned by well qualified and knowledgeable staff.</p> <p>Staff are well trained and resourced. New system for assessing Careers Education and Life-Skills development is engaged.</p> <p>Students are supported by a well-developed and focussed careers learning offer.</p> <p>Students' horizons are broadened whilst supported to make informed career development choices.</p> <p>Students experience real world work placements, develop key skills and increase social inclusion.</p> <p>Independent careers advice supports all students to make informed choice and act on aspirations.</p> <p>Student opportunities and achievements are publicised, improving aspirations.</p> <p>Careers learning and opportunities are tracked and shared with parents/carers to guide future plans</p>
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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: £ 8,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD through Creative Education membership for all staff and parents/carers	<p>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 successful school and should rightly be a top priority for pupil premium spending. (https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)</p>	1,4,5
Signalong training- Foundation Course delivered by SWIFTS to selected staff across the school to become Signalong champions	<p>Many of our pupils both verbal and non-verbal have communication differences. The accepted and evidenced-based approach is to use Total Communication. This involves using and accepting all types of communication, not just speech, equally. The Royal College of Speech and Language Therapists created the five good communication standards:</p> <p>Standard 1: There is a detailed description of how best to communicate with individuals.</p> <p>Standard 2: Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services. Standard 3: Staff value and use competently the best approaches to communication with each individual they support.</p> <p>Standard 4: Services create opportunities, relationships and environments that make individuals want to communicate. Standard 5: Individuals are supported to understand and express their needs in relation to their health and wellbeing.</p> <p>Yewstock School use this research alongside working with our speech and language therapists to ensure we are a Total Communication School.</p> <p>We have targeted Signalong as a priority in our school to reach as many pupils as possible to ensure progress. Signalong is the expected signing mode in Dorset special schools and helps all our pupils with communication difficulties but especially those who are non verbal or have a hearing impairment. Our multi agency work with Swifts, SALT, OTs, Eps in Dorset all use Signalong as the</p>	3

	<p>accepted signing approach and as part of our Total Communication approach.</p> <p>https://ncse.ie/wp-content/uploads/2020/05/Resource-5-A-Total-Communication-Approach.pdf</p> <p>https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/good-comm-standards.pdf</p>	
<p>Nuffield Early language Intervention - NELI training- An early years intervention- we hope to implement across our Key Stage 1 classes after using a language screener</p>	<p>Rigorous evaluations have proven that NELI helps children, including those from disadvantaged backgrounds and those with English as an additional language, to accelerate their language development and early literacy skills. We would encourage all schools who have not yet done so to register to receive the free training and resources to deliver this successful programme- Josh Hillman, Director of Education at Nuffield Foundation, DfE link (https://www.gov.uk/government/news/every-school-with-reception-class-offered-early-language-training)</p>	1,3,5
<p>Careers Leader Level 6 training</p>	<p>Young people from disadvantaged backgrounds are less likely to gain employment as adults. (https://www.youthemployment.org.uk/new-report-reveals-a-youth-jobs-gap-poorer-children-twice-as-likely-to-end-up-jobless/)</p> <p>School support with Careers Advice, Information and Guidance is particularly important for disadvantaged pupils. (https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/effective-careers-interventions-for-disadvantaged-young-people-evidence-review/)</p>	1,4

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

Budgeted cost: £ 59,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Yewstock Learning Resource centre-based Interventions:</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p>	1,3,5

<ul style="list-style-type: none"> -Chatterbooks -First Class at Number -Talk for Number -Lego Therapy -Rebound Therapy - Social Communication Skills Programme - 'Cool Zone' Occupational Therapy approaches 	<p>(https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)</p> <p>The attainment gap between disadvantaged primary school pupils and their classmates has grown in mathematics by one month since the onset of the pandemic, according to interim findings published today by the Education Endowment Foundation (https://educationendowmentfoundation.org.uk/news/new-research-indicates-disadvantaged-pupils-have-fallen-further-behind-in-maths-as-a-result-of-the-pandemic).</p>	
Sensory Support	<p>Research shows that difficulties with Sensory Integration or Sensory Processing can be a barrier to learning for children and young people. (https://www.sensoryintegrationeducation.com/pages/what-is-si)</p>	1
SaLT	<p>The EEF tells us that Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)</p>	1,3
IT Devices	<p>Provision of new IT hardware to support pupils learning and achievements by ensuring they have access to the latest versions of applications and software.</p>	1,5

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

Budgeted cost: £ 32,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yewstock Learning Resource centre-based Interventions:	<p>Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. (https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)</p>	2,4,5

<ul style="list-style-type: none"> -ELSA -Drawing & Talking Therapy -Attachment Programme -Mental Health First Aiders -Wellbeing Award -School Counsellor 	<p>The Education Endowment Foundation tells us that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)</p> <p>Difficulties with Attachment can affect pupils' ability to regulate emotions and process information, therefore having an effect on learning. (https://www.sec-ed.co.uk/best-practice/attachment-aware-schools/)</p> <p>Improving Mental Health and Wellbeing is a key priority for Yewstock School. Leaders have high ambitions for the progress and development for all in our school community, particularly in response to the Covid-19 crisis. We endeavour to ensure that children and families have access to high quality support from a range of services, including support from within school to access quality support for developing good mental health.</p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>(https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges)</p>	
<p>Breakfast Club</p>	<p>Schools report important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf)</p>	<p>4</p>

Total budgeted cost: £ 99,834

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.

It is important to note that implementation of PPG spending for 2020-2021 was directly impacted by Covid-19. Our strategies continued as planned where possible and adjustments were made as required. Although our intent around the highlighted needs did not diminish, the way in which the strategies were delivered changed or paused.

Our strategic intent was focused on 3 main areas: Reading, Sensory Support and Wellbeing with attention to related resources and interventions.

We aimed to prioritise reading as a foundation for future learning and enable children to access the rest of the curriculum and avoid falling behind. We addressed reading as a whole school strategy to encourage reading for pleasure and access to reading through the guidance and leadership of the English Lead and the Reading Champion who managed and co-ordinated training, reading interventions, delivery of reading initiatives and assessment. We provided access to reading through the purchase of assistive technology resources and ensured staff were trained to best support pupils. There was a significant amount of investment in books for the library. We have ensured diversity and inclusion, for example, more books with women influencers, people from ethnic heritage, wheelchair users, and those with a variety of differences. Additionally, due to the concern of mental health around COVID, many of the books look at feelings and emotions.

Our Reading Champion ensures a high quality systematic, synthetic phonics approach is delivered by all staff using ReadWriteInc. We have invested heavily in online training for all staff which includes a face-to-face development day from a consultant. All of our staff deliver phonic and reading lessons at least three times a week for 30 mins on the timetable. We changed our timetable to accommodate this. The added advantage to this for our most disadvantaged pupils is that English has more time to concentrate on widening the reading of literature to give them a broader and more ambitious English curriculum. We have invested in class sets of novels, plays and Shakespeare to ensure our disadvantaged pupils have access to high quality literature. We also subscribe to online eBooks linked to RWI and phonics which can be accessed by staff and families. For children who cannot access books at home or families who cannot read, there is the option for listening books downloaded on devices so they can hear stories being read. In addition, a Senior Teaching Assistant delivers reading interventions one day per week.

Our Head of English and Communication was trained to become a trainer for Word Aware. This is a way to teach vocabulary explicitly using the STAR approach (select, review, activate and review). This person then trained whole staff in the approach. Furthermore, an additional day was given to Early Years specific training using Concept Cat - this is being delivered in our two Key stage 1 classes. Research shows that there is a 'vocabulary gap' for children from

disadvantaged backgrounds and we hope to address this using an explicit teaching approach. (<https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/>)

To address the need for Assistive Technology, we have invested in reading pens for 10 of our PP pupils with dyslexia. We have bought Clicker 8 and DocsPlus across the school for all pupils and participated in three 1.5 hour training sessions for staff. In addition to communication support such as Vibe and Proloquo2Go, we have an EyeGaze for one pupil and recently bought an up-to-date version for teenagers as the pupil got older and required age appropriate vocabulary.

Yewstock invest in two Speech and Language Therapists who come in one day a week each. They have many pupils on their caseloads and will assess and advise for these pupils. SALTs will contribute information for EHCPs and liaise with teaching staff and families. To capture more pupils and ensure their time is highly effective, we work on using a universal, targeted and specialist approach. The intention is to ensure teaching staff are highly skilled in the classroom so speech and language therapy is happening through the week rather than for a one hour slot once a week. With this in mind, we are investing in training staff as champion specialists. The first round of professional learning has been a Foundation Signalong course for five members of staff across the school. Signalong is part of our total communication approach and allows vocabulary and communication to be improved for all our pupils, including the most disadvantaged.

Our communication lead TA works closely with both speech and language therapists to prepare resources and deliver interventions. We have invested in ACE communication books and an online version of Boardmaker. This allows us to aid communication in our children with language difficulties, the majority of whom are PP. She also works with families alongside SALTs to ensure training is for both teaching staff and families. Kate is our Eyegaze specialist and has been trained in PODD books as well.

The Learning Resource Centre is able to offer 1:1 or small group interventions through a careful referral system for any additional need identified by the teacher. Impact of interventions is carefully monitored to ensure best outcomes for pupils.

Prior to the start of the pandemic Yewstock was implementing a range of learning activities within the classroom and interventions and support strategies to address a variety of needs across the school setting. At certain points over 2020-2021, health and safety measures dictated strict 'bubble working' procedures. This meant that groups of staff and students remained small, did not mix and many resources were off-limits due to unknown transference of the virus. These restrictions applied to our suite of interventions as well and therefore had a direct impact on our planned expenditure. However, we were able to run a small number of interventions for a period of time and plan and prepare for others.

The attainment gap between disadvantaged primary school pupils and their classmates has grown in mathematics by one month since the onset of the pandemic, according to interim findings published today by the Education Endowment Foundation (<https://educationendowmentfoundation.org.uk/news/new-research-indicates-disadvantaged-pupils-have-fallen-further-behind-in-maths-as-a-result-of-the-pandemic>). In order to be best prepared to support our pupils we were able to implement training for an identified TA to deliver the 1stClass@No programme. 1stClass@Number 1 is a part of the Every Child Counts

programme and complements “Numberscount” and is a stand alone intervention in school support.

We were able to invest in Rebound Therapy training for two TAs in readiness for programme to be relaunched September 2021. Rebound Therapy is a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of pupils with additional needs. The benefits of the intervention for our pupils include: improved self-confidence in movement, development of fitness, improved confidence and feeling of wellbeing.

Research shows that difficulties with Sensory Integration or Sensory Processing can be a barrier to learning for children and young people.

(<https://www.sensoryintegrationeducation.com/pages/what-is-si>). Many children in need of sensory support also have Attachment difficulties. This encompasses a large number of disadvantaged pupils. (<https://learning.nspcc.org.uk/child-health-development/attachment-early-years>)

We arranged for a specialist OT to assess identified pupils and provide information for staff working with them in order to meet their sensory needs. Our OT, who works with us one day per week, has worked with our SEN Manager to consider and plan interventions through the Learning Resource Centre which link to sensory integration. We have also purchased a range of appropriate resources to aid sensory support of identified pupils and build a bank of additional resources for use in class. In addition, we have identified appropriate resources to re-equip the sensory support space (Rainbow Room) to be developed alongside the work of the specialist OT. We have also identified a Senior Teaching Assistant with responsibility for liaison with class teams regarding sensory support.

The Education Endowment Foundation tells us that Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>)

Improving Mental Health and Wellbeing is a key priority for Yewstock School. Leaders have high ambitions for the progress and development for all in our school community, particularly in response to the Covid-19 crisis. We endeavour to ensure that children and families have access to high quality support from a range of services, including support from within school to access quality support for developing good mental health.

With this in mind, we made Wellbeing a priority at Yewstock. We have maintained a focus on emotional wellbeing and mental health activities across the school as we believe this will impact on the achievement of all disadvantaged pupils. This work has included support from the Mental Health and Wellbeing Lead, Therapeutic interventions such as ELSA and our Attachment Programme.

We refocused the work of established support groups to ensure the emotional well-being and mental health of staff and pupils through achieving the Wellbeing Award for Schools (National Children’s Bureau). This award is in progress and will be achieved through a process of self-evaluation, action planning and evidence collection before verification and accreditation and

will form the framework for our response to Covid-19. Our mental health and Wellbeing Lead was trained as a Mental Health First Aid Instructor so that she would have the ability to train staff across the school to embed an ethos where mental health is regarded as the responsibility of all.

Mentally healthy Schools tells us that school environment and ethos, especially the extent to which children feel safe and positive about relationships with school staff and friends, are important for all children and young people – but are particularly important to those with attachment difficulties. (<https://www.mentallyhealthyschools.org.uk/mental-health-needs/attachment-and-child-development/what-schools-and-further-education-settings-can-do/>)

To ensure we promote a greater understanding of how to support our pupils with Attachment difficulties, we identified four staff members to attend Attachment training webinars offered by our local teaching alliance.

We are also fortunate to have the services of a school counsellor one day per week. School counselling is a safe space for a child to explore, express and understand their perception of the world and those around them.

Our school counsellor uses a range of well-established strategies, including play work, emotional literacy and attachment reparation. School counselling can be a safe haven from which children can re-build confidence and trust, learn new ways of coping in difficult circumstances and helpful ways to respond when emotions run high. School counselling can make it easier for children to access education. During the pandemic, we have been able to offer sessions with the school counsellor to staff as well.