



Yewstock School Pupil Premium strategy statement

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
School name	Yewstock School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	49.70%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	14/12/22
Date on which it will be reviewed	November 2023
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	FSM Ever 6 - £62,975 Service - £2,240 Post LAC - £19,280 Total - £84,495
Recovery premium funding allocation this academic year	£62,692
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,187

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 functional skills in physical development, attachment and sensory, communication and maths.

Our personalised offer aims to promote the progress of all disadvantaged pupils and every pupil who is underachieving. 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	A small number of children and young people at Yewstock School are disadvantaged because they haven't learnt the skills of independent sitting, standing, walking, and/or transferring, regardless of their age or disability. Being able to move allows pupils to learn much more effectively, raises expectations, and enables improved access to the curriculum.
3	Disadvantaged pupils commonly have experienced disruption to secure, attachment forming experiences with a primary care giver during early childhood, resulting in attachment needs in later life. This can be as a result of a variety of reasons, including adverse childhood experiences (ACEs). The inability to form secure attachments in early childhood affects the very architecture of brain development and presents as a significant barrier to learning in later life, including an inability to identify and express emotions, regulate, trust, build meaningful relationships and manage stress factors.
4	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. Communication is required for all our pupils and the challenge is to ensure high quality interactions at stage not age. Some of our pupils need assistive technology to communicate, others require aided language and symbols. Working on a core vocabulary is key to ensuring communication is planned. We work closely with our speech and language therapists to ensure all children can communicate. We are embedding signing, narrative and explicit teaching of vocabulary to ensure all children are being exposed to communication in all ways.
5	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is highly recognisable in maths outcomes.

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.
Develop functional skills of disadvantaged pupils through implementation of the MOVE programme for children and young people at Yewstock with profound and complex physical disabilities.	<p>Evidence of improved functional skills through the MOVE programme will be:</p> <p>All pupils requiring support with movement have M&H care plan, risk assessment and PEEP written by M&H trainer. Care plans and MOVE profiles will be updated every six months and therefore be current and relevant</p> <p>Individual pupils will improve their mobility skills of sitting, standing, walking, and transitioning – leading to improved health, independence, dignity and inclusion of the individual in the family and community.</p> <p>Further outcomes for pupils include:</p> <p>Increased independence for individuals in moving about their environment.</p> <p>Increased choice making for individuals.</p> <p>Reduced lifting on the part of family members and support providers.</p> <p>Promotion of better health with increased upright positioning.</p> <p>Creating friendships with peers.</p>
Enhance Attachment and Sensory Support (BUSS)- to develop the practice and resources to support disadvantaged pupils.	<p>Evidence for improved practice and resources related to Attachment and Sensory Support will be:</p> <p>Pupils with identified Attachment needs are successful in learning and make at least good progress.</p> <p>Nurture base equipped and resourced.</p> <p>Staff are equipped with the knowledge, insights and resources needed to develop the relationships that help children to flourish and learn.</p> <p>All staff have opportunities to support the work of the attachment team through development of skills and knowledge (through PDR targets).</p> <p>Pupils identified and screens completed by Specialist OT.</p> <p>Boxall Profiles completed by class teams, action plans initiated.</p> <p>Class teams have increased knowledge for in-class strategies.</p>

	<p>Individual interventions delivered and assessed for impact on learning across the curriculum.</p> <p>Therapy Room re-equipped and used effectively to support sensory learning.</p>
<p>Improve outcomes in English and Communication for disadvantaged pupils through development of a communication friendly school.</p>	<p>Evidence of a communication friendly school will be:</p> <p>Highly trained staff who use total communication.</p> <p>Parent/Carers have access to signing course.</p> <p>Signage around the school to support language</p> <p>Access to assistive technology when required using a communication pathway</p> <p>Communication care plans to ensure all staff understand the communication needs of the staff.</p>
<p>Improved outcomes in Maths for disadvantaged pupils through embedding a teaching and learning approach at Yewstock that aims for pupils to develop deep understanding of maths through interventions such as <i>Talk4Number</i>.</p>	<p>Evidence of an improved Maths approach will be:</p> <p>Pupils will spend significant time developing deep knowledge of the key ideas that are needed to underpin future learning in Maths. Children and young people, whatever their start point, have the necessary foundation knowledge to grasp more advanced concepts.</p> <p>A teaching and learning approach is embedded at Yewstock that allows pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning.</p> <p>Mastery of mathematical concepts means a pupil at Yewstock can use their knowledge of concepts to solve unfamiliar word problems, and undertake reasoning, using the appropriate means and this will support our wider curriculum aims where 'preparation for life' is one of our Yewstock core values.</p>

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: £ 21,734.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD through Creative Education membership for all staff, Governors and parents/carers	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	1
Bobath Therapy Assistant training for key staff MOVE trainer training	All too often in schools we consider postural management to be regular changes in position in different equipment, but research suggests nobody ever learned to sit by sitting in a supportive seat all of the time. We know through research that if someone takes 2,000 practices to learn a new skill and they practice that skill five times a day, young people and children will learn that skill in a year; as opposed to once a day where it will take five years. Which is why at Yewstock MOVE is recognised as a priority, that underpins all other areas of learning, and is the responsibility of, and taught by everyone who supports the child or young person. https://moveeurope.co.uk	1,2
Key attachment team staff to attend further training (neuroscience, attachment theory and	Staff must be equipped with the knowledge, insights and resources needed to develop the relationships that help children to flourish and learn. Only specially trained and qualified professionals should assess a child's attachment style. However, it's important for all adults working with children to understand what attachment is and know how to help parents and carers become attuned to their child's needs. You might do this by working with them directly, or by signposting families to other appropriate services. In the long term, this can help improve wellbeing and provide positive outcomes for both the child and their caregivers.	1,3

child development)	https://learning.nspcc.org.uk/child-health-development/attachment-early-years#:~:text=Children%20with%20attachment%20issues%20may,access%20to%20mental%20health%20support.	
Additional staff to be trained to deliver NELI	Evidence that supports this approach with links to research here Early language skills is proven to support later literacy skills. Children from disadvantaged backgrounds widens the gap for language and literacy. Neli supports this gap with intensive language intervention, evidenced and supported by the DfE. https://acamh.onlinelibrary.wiley.com/doi/full/10.1111/jcpp.12737 https://www.teachneli.org/what-is-neli/evidence-and-programme-development/	1,4
Signalong Tutor course	Signalong accreditation for learners Signalong tutor course so we can become a training centre https://signalong.org.uk/signalong-for-learners We are also offering parent/carer courses in signing which allows for enhanced communication in the home. We include singing and signing in our school which helps to build up a vocabulary as well as improve phonological awareness skills – all elements required for fluent reading.	

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

Budgeted cost: £ 129,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yewstock Learning Resource centre-based Interventions: -Chatterbooks -First Class at Number -Talk for Number -Lego Therapy	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium 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 .	1,2,3,4,5

<p>-Rebound Therapy - Social Communication Skills Programme - 'Cool Zone' Occupational Therapy approaches</p>		
<p>MOVE programme</p>	<p>We have targeted MOVE as a priority in our school to teach children and young people with disabilities the skills of sitting, standing, walking and transferring, by embedding movement opportunities throughout the school day. As a MOVE school we put children and families at the centre of everything we do, by supporting families to set functional physical goals, based on their aspirations for their child's future or activities they find particularly challenging at home. The assessment process focuses on what the child can do, first and foremost, then we break down the goal they wish to achieve into critical skills, and just manageable chunks. All activities are motivational and purposeful, with an outcome for the individual, not a set of exercises. Progress is measured by assessing an individual's level of functional mobility, then working towards their goal in a measured approach. It uses a combination of education, therapy and family to help children reach their full potential and enhances their quality of life.</p>	<p>1,2</p>
<p>Attachment & Sensory Support (BUSS)</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>1,3</p>
<p>NELI Word Aware Narrative SaLT</p>	<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>	<p>1,4</p>
<p>Maths Mastery, Talk4Number</p>	<p>Yewstock focuses on improvements to core classroom teaching that support all children in the class. With this in place, this reduces the need for catch up intervention. Nevertheless, some high-quality, structured intervention</p>	<p>1,5</p>

	<p>is still required for some pupils to make progress. Selection of the intervention is guided by effective assessment of pupils' individual strengths and weaknesses.</p> <p>Interventions motivate pupils—not bore them or cause them to be anxious.</p> <p>Yewstock provides an intensive 10 week maths intervention 1st class @ number delivered by GV https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p> <p>First class at number is a 'light touch' mathematics intervention, which was created by Edge Hill University.</p> <p>The intervention is delivered by a trained teaching assistant to a group of up to 4 children outside the classroom as a supplement to their daily maths lesson.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Yewstock Learning Resource centre-based Interventions:</p> <p>-ELSA -Drawing & Talking Therapy</p>	<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> <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>	1,2,3,4,5
Breakfast Club	<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>	1,3

Total budgeted cost: £ 165,191

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 2021 to 2022 academic year.

Our strategic intent was focused on 4 main areas: communication and interaction, social, emotional and mental health, sensory and physical development and preparation for adulthood with attention to related resources and interventions.

The impact of concentrating on being a communication friendly school has meant well trained staff, an improved signing culture, embedded universal strategies such as narrative and explicit vocabulary teaching. This is evident in talking to the pupils, book looks and learning walks. While there is much to do to ensure the momentum of change is sustained, timetabling and staff expertise helps with this. One example is signing and signing on the timetable, three signs introduced weekly in assemblies and staff meetings, a parenting course in signing and our communication lead ready to undertake the tutor course. This will allow us to be a signing centre. Staff are reporting that signing is more visible across the school and that they are learning more signs. Another example of impact is the NELI. This began with our communication lead delivering sessions. We now have three more members of staff who have taken the course and another TA requesting to do the course in her PDRs.

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. 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 impacts 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 in Summer 2022 (National Children's Bureau). This award was achieved through a process of self-evaluation, action planning and evidence collection and is verified and accredited.

Staff identified through PDR were put forward for training and achieved Mental Health First Aider status. We created a MH First-Aider 'hub' to provide support and share good practice. We appointed work place mentors to support staff across the school. We facilitated an offer through TADSS to offer research opportunity and training for Neuro Linguistic Programming (NLP).

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 were able to offer sessions with the school counsellor to staff as well.

We provide pupils across the school access to a skilled member of staff who leads emotional Literacy support (ELSA) to the benefit of young people at Yewstock.

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/>)

We ensure class teams have training to complete and regular sessions to complete individual Boxall profiles to identify pupils for the Attachment programme.

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 engaged pupils with Attachment issues successfully in learning. Evidence based approaches such as the BUSS model (Building Underdeveloped Sensorimotor Systems in children who have experienced developmental trauma) showed us that pupils engaged very effectively when there is a shared understanding of attachment and sensory issues. When young children are in neglectful and/or abusive environments they miss out on both aspects. This is significant because good bodily regulation and sensory integration gives children a solid platform to negotiate the many developmental tasks of childhood: making relationships, play, understanding and managing their feelings and learning. Many children who have experienced abuse and neglect receive relational and psychological therapies. These are complemented by an intervention like BUSS, which brings together an understanding of the impact of trauma on the child, the importance of loving relationships and an inherent need to move in order to develop good bodily regulation.

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 considers and plans

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. Our identified Senior Teaching Assistant with responsibility for Sensory Support has been working alongside our Complex Needs Lead to ensure sensory resources are well-maintained and accessible to those in need.

L6 Careers Leader Qualification completed through Warwick University and feedback received. Grade A (Distinction) achieved. This has enhanced Careers Leader and school pedagogy for Careers Ed. Enabling more informed planning and curriculum design and implementation. Training provider sourced – Talentino! Careers – specialists in SEND careers provision. Grant funding utilised to fund training/resources. Training programme planned and being implemented throughout year. Life-skills profiles developed and shared with staff.

Whole-school staff training delivered on 21.10.21, 10.02.22 and 28.04.22. 21.10.21 training included careers ed. moderation (KS3,4&5), where teachers contributed to the design of the new assessment structure for careers ed. and work/life-skills. New curriculum planned and mapped across the year. New teachers in place to teach careers ed. across formal curriculum and to support across semi-formal. Links with external agencies have improved access to off-site learning and skill development. Staff training has developed whole staff knowledge of curriculum and cohesively developed buy-in from many staff.

The emphasis on careers education from careers leader and the new curriculum has effected the wider curriculum slightly as it is permeating into other subjects. Independent careers advisor sourced and delivering ICG.

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

After Covid, we were able to run a small number of interventions for a period of time and plan and prepare for others. The Learning Resource Centre was relaunched in April 2022 returning to it's full programme pre Covid.

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.