

Pupil premium strategy statement

Yapton C. of E. Primary School



I have come in order that you might have life – life in all its fullness.

John 10:10



This statement details our school's use of pupil 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	302
Proportion (%) of pupil premium eligible pupils	18.8 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	28.11.24
Date on which it will be reviewed	By 31.12.25
Statement authorised by	CPC Governing Committee
Pupil premium lead	Kim Huggett
Governor / Trustee lead	CT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£88,750

Part A: Pupil premium strategy plan

Statement of intent

At Yapton C of E Primary School we believe that our children should have a curriculum that empowers them to be able to 'live life in all its fullness'.

Our curriculum enables our children to

- Have a secure understanding of themselves and their place in our world today
- To be involved in planning their learning journey
- To be aspirational in all that they do
- To be reflective
- To engage in purposeful real experiences
- To be kind
- To understand and celebrate the uniqueness of individuals

Our desire for all our pupils, regardless of background, or socio-economic circumstances or other challenges, is for them to make good progress and to be the best version of themselves.

We aim to provide a whole school approach so children are not 'labelled' or 'judged' but have an equity of provision. All staff are responsible for improving outcomes and raising expectations of what can be achieved by our pupils.

We recognise that the earlier support is given, the better the chance of success for our disadvantaged pupils throughout their school life.

'No child left behind at Yapton C. of E. Primary School'

Four Areas of Spending Focus

<i>Attendance</i>
<i>Equity of Provision</i>
<i>Attainment</i>
<i>Enrichment</i>



Challenges

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

Challenge number	Detail of challenge
1	A significant number of the children starting school are not at ARE (age related expectations). This has a direct impact on their predicted trajectory through Primary School.
2	Children have positive attitudes to reading and sharing books but there are minimal books at home and lack the opportunities for reading. Their knowledge and skills for confident recall of information (comprehension) and inference is limited.
3	Limited life experiences impact on children's cultural capital, sporting experiences and attainment of combined ARE or GDS in Statutory Tests.
4	Poor working memory impacts on children's ability to recall number facts that they then rely on as a foundation to wider maths learning, as well as remembering key English skills (grammar, punctuation & spelling) within their writing.
5	Many children can display a lack of resilience. A very high proportion (77%) have experienced 1 or more Adverse Childhood Experience and require a strong curriculum provision coupled with appropriate support to hold them emotionally.
6	Lack of parental engagement in school life and low levels of aspiration result in poorer attendance.

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
To close the 2024 gap in gaining a GLD (good level of development) between PPG eligible children and non-eligible children in EYFS.	The gap will close by at least 30% each year.
To close the 2024 gap in Reading between PPG eligible children and non-eligible children across the school.	The gap will close by at least 30% each year.
To close the 2024 gap in attainment of combined ARE or GDS in Statutory Tests between PPG eligible children and non-eligible children.	The gap will close by at least 30% each year.
To close the 2024 gap in the MTC Y4 (multiplication tables check) and GPS (grammar, punctuation and spelling) Y6	The gap will close by at least 30% each year.

between PPG eligible children and non-eligible children.	
Our PPG eligible children are able to stay regulated throughout the school day and demonstrate strengthening resilience.	Reduction in red cards and suspensions to show the positive impact of the interventions. The number of red cards issued to children eligible for PPG funding is equal to or less than those who are not.
Children eligible for PPG attend school inline with children not eligible for PPG.	The attendance data 2023-2024 gaps are reduced by at least 30% per year.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	'Professional Development for classroom teachers and other practitioners is recommended as part of long-term tiered approach to addressing disadvantage in school' The Durrington Research School	1,2,3,4,5 & 6

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

Budgeted cost: £ 80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing Support in each classroom for children entitled to PPG.	EEF - Moderate impact for moderate cost +4 months	1,2,3,4 & 5
SENDCO Support for all children entitled to PPG with SEND.	EEF - Collaborative Learning approaches- High impact for low cost +5 months	1,2,3,4 & 5
Attendance Officer Support for children who are eligible for PPG	EEF - Moderate impact for low cost +5months	3 & 6

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

Budgeted cost: £ 1,500 per term = £4,500 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	The internal data that the school holds in relation to suspensions and negative behaviour points demonstrates a positive impact.	6
Sand Play	The internal data that the school holds in relation to suspensions and negative behaviour points demonstrates a positive impact.	6

Total budgeted cost: £ 84,500 (£4,250 available from total)

Part B: Review of the previous academic year – Starting point for this Strategy

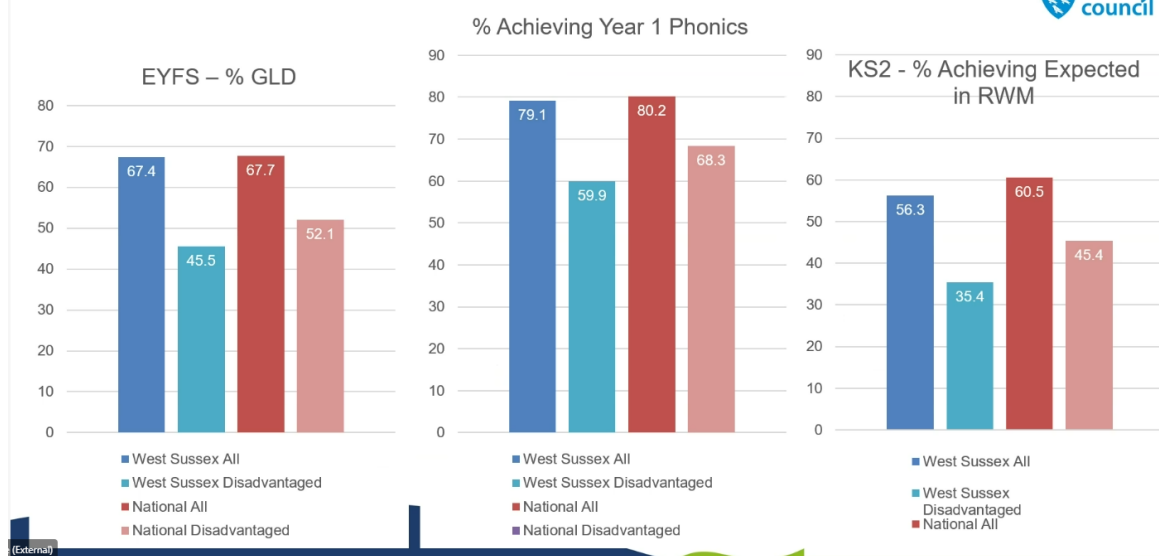
Outcomes for disadvantaged pupils

<i>PPG STATUTORY DATA OUTCOMES – PPG GAPS WITH NON-PPG</i>	
STATUTORY DATA	GAP
GLD	-53%
PHONICS	+14.6%
KS1 READING	-3%
KS1 WRITING	-10%
KS1 MATHS	-26%
KS1 COMB	-70%
MTC	-35%
KS2 READING	-35%
KS2 WRITING	-33%
KS2 MATHS	-38%
KS2 COMB	-51%

ATTENDANCE DATA FOR THE ACADEMIC YEAR 2023 - 2024

FOCUS	PPG	NON – PPG	GAP
Total %	92.4	95.1	2.7
Absence	7.5	4.9	2.6
PA	27.9	14.9	13.0
Authorised	5.7	4.1	1.6
Un-Authorised	1.8	0.8	1.0
Lates	2.0	0.6	1.4

How well do our disadvantaged learners achieve?



Externally provided programmes N/A

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider