

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Yorke Mead Primary
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	11.5% (49)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 21
Date on which it will be reviewed	July 22
Statement authorised by	Governing Body
Pupil premium lead	Wendy Seabrook /Hannah Carter
Governor / Trustee lead	Zoe Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315.00 (notional)
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,535.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Yorke Mead Primary school our disadvantaged and vulnerable children are a relatively small group. We support our children as individuals, identifying their needs, barriers to learning and how we can support them to succeed. In this way, the purpose of this Pupil Premium Strategy is for our children to achieve the best outcomes they possibly can, regardless of background and challenges that they face, for individual growth in academic and personal skills.

We want our pupils from disadvantaged backgrounds to leave our school with aspirations that are similar to, or above their peers. Whilst at Yorke Mead, we ensure that our disadvantaged pupils have experienced the full breadth of the curriculum through engaging activities and hands on experience, discovering, creating, flourishing and ultimately fulfilling their potential. We want them to have an understanding about the way they learn best and to have developed confidence in discussing their own strengths and areas of development. We strive for them to develop individual voices and opinions and know that they are listened to by trusting adults and peers in school who value their contribution. We support our pupils to understand that there are challenges and to develop strategies that support their resilience and stamina that will help develop their ability to aim high and achieve goals throughout their lives.

A whole-school approach to a carefully constructed curriculum with a focus on quality first teaching, builds and scaffolds learning to allow all learners to maximise their potential. Ensuring our higher achieving children continue to progress and importantly, striving to close the gap between the attainment of our disadvantaged children and non-disadvantaged children and in preparing them for their next educational journey into secondary school.

Challenges

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

Challenge number	Detail of challenge
1	<i>Levelling up social and communication skills on entry to Nursery and Early Years. Yorke Mead sits in a mixed socio economic area and the disparity in Early Years reflects the mixed experiences with vocabulary and communication skills which impacts on reading and writing skills in Early Years and beyond.</i>

2	<p><i>Multiple barriers to learning. Some disadvantaged pupils have multiple barriers with SEND needs, PLAC, family support from outside agencies, families with chaotic lives and mental health needs within the family.</i></p> <p><i>22 of our disadvantaged children, 45%, have specific learning needs and/or social, emotional and mental health needs; 9 of our disadvantaged children are post looked after, 18%.</i></p>
3	<p><i>Pandemic: research gathered by the EEF shows that disadvantaged children have been the worst affected by the multiple lock downs of the pandemic. Levels of engagement at Yorke Mead during the pandemic have varied. Although the school managed to engage the majority of disadvantaged pupils, during lockdown, a small number of families persistently disengaged and accelerated catch up is needed for these focus children.</i></p>
4	<p><i>22 of our disadvantaged children, 45%, have social, emotional and mental health needs which means they struggle to manage their emotions in an age appropriate way, impacting on their access to the curriculum.</i></p>
5	<p><i>Higher Attaining pupils do not convert to greater depth at KS2 at the same rate as non-disadvantaged pupils in Reading, Writing and Maths.</i></p> <p><i>5% of our disadvantaged pupils in comparison to 14% of non-disadvantaged pupils CHECK</i></p>
6	<p><i>Parental disengagement: low engagement with the school; poor attitude to education; conflicting values/priorities to the school's; attendance (including lateness)</i></p> <p><i>Our attendance data so far this year indicates that attendance among disadvantaged pupils has been 92% - 3.2% lower than for non-disadvantaged pupils.</i></p>

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
1. For disadvantaged pupils who do not have a SEND need to reach age-related expectations or above in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	<p>July 22 data</p> <p>NELI programme – Early Years</p> <p>Whole school approach to X tables from Yr 2</p> <p>Whole school P4C – develops communication skills</p> <p>Catch-up phonics programmes</p>
2. For disadvantaged pupils with multiple barriers to achieve expected progress in reading, writing and maths. For those with SEND to maintain progress from starting points across all year groups so that they catch up and achieve the end point.	<p>Monitoring, assessments and feedback will evidence / show impact of quality first teaching in all classrooms.</p> <p>Teachers CPD</p> <p>Monthly pupil progress focus will identify individual targets and assess success.</p> <p>Pastoral Interventions will support readiness to learn</p>

	<p>Individual learning plans will identify and support next steps</p> <p>In-house and inter-agency support will be accessed to support families</p>
<p>3. For all disadvantaged pupils to be fully engaged in learning and access the curriculum including adding cultural capital to their experience.</p>	<p>Attendance at 94% or above</p> <p>Quality First Teaching strategies using scaffolds that allow access to full curriculum</p> <p>Pupil voice to monitor</p> <p>“Champions” for small groups of children</p> <p>Deeper learning experiences through hands on active opportunities</p>
<p>4. Disadvantaged pupils with additional social and emotional needs, develop strategies to develop their resilience and manage emotions and develop self-regulation skills.</p>	<ul style="list-style-type: none"> • Pastoral Team will support individuals with some identified programmes of support: brick club, identity work, drawing and talking. • Specific children will receive art therapy • Mind Up curriculum in place with additional focus on individual identified needs • “champions” for small groups of children will be in place (log as individual profiles and share with CT/triangulate) • Qualitative data from student voice, student and parent surveys and teacher observations will inform our successes.
<p>5. Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths and across the wider curriculum.</p>	<p>To be able to identify trends in increased percentages of disadvantaged pupils attaining greater depth in all classes and at end of KS1 and KS2 in all core areas.</p> <p>Six weekly pupil progress meetings which will identify individuals with a personalised approach.</p> <p>Subject Leaders to identify trends in increased percentages of disadvantaged pupils attaining above in foundation areas.</p> <p>Percentages of disadvantaged attaining greater depth to be in line with non-disadvantaged pupils nationally.</p>
<p>6. To build trust and engagement between school and parents of disadvantaged children</p>	<p>Attendance at 94% or above</p> <p>Children will arrive to school on time</p> <p>Children will complete their homework; the uptake on homework club will increase by the end of the year.</p> <p>Parents will feel supported by the school: positive, trusting relationships will develop – Parent surveys / pupil voice / teacher observations.</p>

	As a trauma aware school, all staff will be aware of the importance of building individual relationships - Alex Timpson Attachment and Trauma Programme.
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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: **£9,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: investment in professional development; <i>training and support for early career teachers; ensuring an effective teacher is in front of every class,</i>	Research tells us that high quality teaching can narrow the disadvantage gap	1, 2, 3, 4, 5
New Pupil Premium Lead to attend training	“Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils”. Education, Endowment Foundation.	1, 2, 3, 4, 5, 6
<i>To give informed, triangulated feedback</i>	EEF: 4 padlocks, +6 Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£34,130.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and teaching assistants to provide targeted academic support: 1:1 and small	3 padlocks +4months EEF Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when	1, 2, 3, 4, 5, 6

<p>group interventions as well as during classroom teaching and the wider curriculum (Individualised Instruction)</p>	<p>compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning. EEF</p> <p>A number of studies indicate that teaching assistants can support individualised approaches effectively. EEF</p>	
<p>NELI Programme</p>	<ul style="list-style-type: none"> • NELI children made an average of 3 ADDITIONAL months' progress in language. • This result has a very high security rating: 5 out of 5 on the EEF padlock scale <p>https://www.elklan.co.uk/NELI/</p>	<p>1, 3, 4, 6</p>
<p>Additional phonics, reading fluency and comprehension sessions, targeted at our disadvantaged children.</p>	<ul style="list-style-type: none"> • 4 padlocks high impact, +6 months EEF • Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF 	<p>1, 2, 3, 5, 6</p>
<p>On-line learning:</p> <ul style="list-style-type: none"> • TTRockstars • TEAMS • MyMaths • Squeebles 	<ul style="list-style-type: none"> • Approaches using digital technology to individualise instruction show that they are as effective as those without technology. EEF 	<p>2, 3, 5, 6</p>
<p>Inviting our disadvantaged children to Homework Club</p>	<ul style="list-style-type: none"> • Homework has a positive impact on average (+ 5 months) EEF • Some of our pupils do not have a quiet space for home learning 	<p>1, 2, 3, 4, 5, 6</p>
<p>School Led Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant</p>	<p>3 padlocks 5+months</p> <p>On average, one to one tuition is very effective at improving pupil outcomes Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	<p>2, 3, 5</p>

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>or those falling behind, both one-to-one and in small groups.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,815** [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reach out to disadvantaged parents – invite them in for a chat and a cup of tea</i>	<p>https://www.endchildpoverty.org.uk/</p> <p>20% of children in Watford are living in poverty (2019-2020); in Hertfordshire, 43,641 children (30%) living in poverty. From visiting families during lockdown, we saw this first hand (not all are known to us).</p> <p>EEF 4 padlocks +4</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	1, 2, 3, 4, 5, 6
<i>Pastoral member with key responsibility of Post Looked After Children</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ... It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	3, 4
<i>Release time for our School Secretary, who has strong, working</i>	Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 3, 4, 5, 6

relationships with our disadvantaged parents.		
ELKAN trained TAs	<p>Speak for change enquiry, Parliament: “speech and language communication skills are crucial to every person – for brain development in early years and our attachment to others for expressing ourselves and understanding others, for thinking and learning for social interaction and emotional well being in school as part of society and in the workplace” www.Oracy.inparliament.uk</p>	1, 2, 3
<i>Teaching pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed by using metacognition and self-regulation approaches</i>	<p>4 padlocks +7</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>The Education Endowment Foundation (EEF) describes metacognition approaches as having “consistently high levels of impact”.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. EEF</p>	2, 4
Art Therapy	<p>Art approaches: 3 padlocks; 3 months</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p>	1, 2
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £61,045.50

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Due to COVID-19, SATS were not implemented. However, our internal data shows that at the end of KS1 and 2, although the percentage of our disadvantaged children who were achieving ARE in Reading, Writing and Maths was below that of their non-disadvantaged peers, they made positive progress of 4 or more steps (in year). The reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During school closure and periods of lock-down, we invited our disadvantaged children into school, issued laptops and access to daily on-line, high-quality, live teaching sessions. The children who came into school had an intense period of learning due to reduced class sizes. They were supported both 1:1 and in small groups across the curriculum. For the children who remained at home, their class teachers delivered on-line, high-quality, live lessons delivered through Microsoft TEAMS. For our children in the EYFS, high quality phonics teaching was recorded and sent as a YouTube video so that they could see their familiar, trusted adults and continue to develop their reading strategies. To maintain, and in some cases, strengthen relationships, teachers and support staff called our disadvantaged children and parents weekly.

COMPARE ATTENDANCE TO PREVIOUS YEARS.

Attendance of our disadvantaged children was at 94% in comparison to 96.9% of their non-pupil premium peers. Our School Secretary worked tirelessly with families to encourage our disadvantaged children to come into school. She kept SLT informed so further action could be taken at soonest opportunity. She had success with children who have anxieties; developed a trusting relationship with parents who have not had positive experiences with School Attendance (prior to lockdown).

Pupil’s mental health was significantly impacted by the numerous lock downs and school closures. Our Pastoral Team were new last year and very quickly managed a heavy workload supporting children returning in the Summer Term. The therapeutic interventions were able to run again including Quiet Time, Brick Club, Drawing and Talking and Social Skills Club. The impact was that children settled quickly back in the Summer term. This was also due to the frequent connections and online learning that took place during lockdown in Spring. The PSHE curriculum covered areas that had been missed over Spring, and the focus was around coming back together and “ready to learn”.

We focussed on a ‘catch-up’ curriculum which has had a positive effect across most of the school for disadvantaged pupils. The challenge is to keep this positive progress going during this and the following academic years through: quality first teaching, to build the on the achievements this year and to support the scaffold learning within foundation subjects and to reduce cognitive overload using scaffolds, memory joggers, and revisit learning through engaging activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI (speech and language programme)	Nuffield
Art Therapy	Tessa McClean / Nessie

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

In planning our new Pupil Premium Strategy we considered our whole school culture and expectation - looking at our pupils as individuals rather than as a 'group'. From responding to the impact of last year's strategy and considering the rising needs of our disadvantaged children, in the autumn term, we conducted an audit, pupil voice and based our School Improvement Partner's visit towards Pupil Premium, to establish and confirm our next steps. We used the EEF Teacher Toolkit to help us develop our strategy and will refer to the [EEF's implementation guidance](#) as our strategy evolves.

Additional Activity:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- School led tutoring grant
- Continued focus on the PSHE curriculum and the importance of the children understanding the brain and strategies to support resilience.
- Focus on reading: hearing daily on a 1:1 basis but also for our disadvantaged children to be read to, allowing time for them and others to become self-absorbed in their reading.
- A focus on high attaining pupils – ensuring that our curriculum challenges and stretches pupils of all abilities.
- Offering extra-curricular activities to our disadvantaged pupils; disadvantaged pupils will be encouraged and supported to participate.