

# Pupil premium strategy statement 2023-2024

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Yorke Mead Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	10% (41 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	March and July 2024
Statement authorised by	
Pupil premium lead	Hannah Carter
Governor / Trustee lead	Christine Zolnerciks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£145 per pupil Approx: £4,000 – £4,500 <i>Indicative</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 40,375

# Part A: Pupil premium strategy plan

## Statement of intent

*At Yorke Mead Primary school our disadvantaged and vulnerable children are a relatively small group in comparison to National levels. We support our children as individuals, identifying their needs, challenges to learning and how we can support them to succeed. The purpose of our 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 experiences, 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 our non-disadvantaged children and in preparing them for their next educational journey into secondary school.*

[..\School Development Plan 2023-26.docx](#)

## Challenges

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

[Audit 2023 2024.docx](#)

Challenge number	Detail of challenge
1	<i>PPG status coupled with other needs</i>

	<p>Compared to national and neighbouring schools, the percentage of children with additional needs at Yorke Mead is high. <i>Some disadvantaged pupils have multiple challenges with SEND needs, PLAC, family support from outside agencies, families who require additional support and who have mental health needs within the family.</i></p> <p><i>15 of our disadvantaged children, 38% have specific learning needs. Similarly, 15 of our children, 38%, have social, emotional and mental health needs (some of these children also have a SEN) which means they struggle to manage their emotions in an age-appropriate way, impacting their access to the curriculum. 6 of our disadvantaged children are adopted from care, 15%.</i></p>																														
2	<p><b>Disrupted Education – attendance and punctuality.</b></p> <p><i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.” Marc Rowland, Unity Research School. 2021.</i></p> <p><i>We recognise that parental disengagement has an impact, alongside a poor attitude to education; conflicting values/priorities to the school’s; attendance (including lateness)</i></p> <p>Our attendance data for children who are in receipt of Pupil Premium Funding during the academic year 2022-2023 was 93.5%. This is 2.1% lower than their Non-Pupil Premium funded peers. Despite the gap still being there, this has reduced from the previous academic year of 2021-2022, where attendance for children in receipt of Pupil Premium funding was 92.6%. This was 3% lower than their Non-PPG peers. This shows that the gap has slightly closed.</p>																														
3	<p><b>Lack of Cultural Capital</b></p> <p>We understand that many of our disadvantaged children lack in cultural capital. It is our role to deliver a rich and diverse curriculum to all of our children.</p> <p>It is important that we gather an understanding of background knowledge around each child through developing strong, working relationships, including reaching out to parents, and through our champion groups. Communication with all adults who work with each child is essential in making connections with learning.</p>																														
4	<p><b>Closing the gap: reading, writing and maths</b></p> <p>The attainment gap between children who qualify for Pupil Premium funding and their Non-Pupil Premium funded peers widens as they progress through the school, especially from KS1 to KS2, with less children who are considered as disadvantaged, working at a greater depth level. Sustaining positive progress: catching up and keeping up remains a key focus.</p> <table border="1"> <thead> <tr> <th>% ARE+</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>43%</td> <td>36%</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Non PPG</td> <td>75%</td> <td>66%</td> <td>73%</td> <td>62%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% GDS</th> <th>Reading</th> <th>Witing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>14%</td> <td>2.4%</td> <td>2.4%</td> <td></td> </tr> <tr> <td>NON-PPG</td> <td>36%</td> <td>23%</td> <td>29%</td> <td></td> </tr> </tbody> </table>	% ARE+	Reading	Writing	Maths	RWM	PPG	43%	36%	41%	31%	Non PPG	75%	66%	73%	62%	% GDS	Reading	Witing	Maths	RWM	PPG	14%	2.4%	2.4%		NON-PPG	36%	23%	29%	
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5	<p><b>Vocabulary and communication</b></p>																														

*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.*

## 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
<p>For children who are in receipt of Pupil Premium Funding, who have multiple challenges to learning, to make and main positive progress.</p>	<p>July 24 data</p> <p>Pupil Progress Meetings every 4 weeks, with teachers and support staff. Information will be triangulated, needs updated and support implemented. <u>All</u> children who are in receipt of Pupil Premium Funding/are disadvantaged, will be a focus for each meeting.</p> <p>Little Wandle: Systematic, Synthetic phonics programme. Daily roll out. Children are quickly identified who are in danger of falling behind and are immediately put into Keep Up (KS1) and Rapid Catch Up (KS2) programmes. All adults are trained in how to deliver the programme with a shared language.</p> <p>WellComm Speech and Language Toolkit (EYFS)</p> <p>Whole school approach to X tables from Yr 2</p> <p>Whole school P4C – develops communication skills</p> <p>Pre-teach: maths and science. Children will be well-equipped and confident to participate in each and every lesson.</p> <p>Over-learning key skills (Rosenshine’s key principles) – quality first teaching will embed learning and aid retrieval skills.</p> <p>Attainment in maths will strengthen and the gap between PPG SEN and Non PPG SEN will reduce.</p> <p>EYFS staff trained in Karen Wilding, subitising (2022-2023) - children will leave EYFS with strong subitising skills.</p> <p>Champion Groups: PPG lead will meet weekly with small groups of PPG children. Listening to their successes and addressing any difficulties. Information will be triangulated between adults who work with the child, SLT and parents where appropriate. Children will feel heard and valued.</p> <p>PPG lead and SENCO to work closely when monitoring PPG/disadvantaged children with SEND – children will be well equipped and will begin to flourish.</p> <p>Children will be supported from the pastoral team with their social and mental health needs. Zones of regulation will be a positive way for children to communicate their emotions.</p> <p>Mental Health Lead – children will develop coping strategies and will have relevant support from outside agencies where appropriate.</p>

<p><b>To build trust and engagement between school and parents of disadvantaged children</b></p>	<ul style="list-style-type: none"> <li>- All vulnerable children are identified and supported accordingly to raise their attendance. Above 94%</li> <li>- Staff to identify vulnerable children early on, particularly in pupil progress meetings.</li> <li>- Parental engagement via coffee mornings, phone calls and meetings</li> <li>- Children to be given a voice via champion and neurodiverse groups.</li> <li>- All vulnerable children to be acknowledged when they arrive to school with additional check ins.</li> <li>- Adults to listen to vulnerable children read throughout the week and write in their reading diary</li> </ul>
<p>To ensure every opportunity is given to children who are in receipt of Pupil Premium Funding: cultural capital and raising their aspirations.</p>	<p>Quality First Teaching strategies using scaffolds that allow access to full curriculum</p> <p>Children’s experiences will be monitored through ‘pupil voice “Champion Groups” - children will feel heard and represented.</p> <p>Deeper learning experiences through hands-on active opportunities</p> <p>Parents will be given a clear plan of the academic year of when extra curricular activities will take place.</p> <p>School Secretary will remain a strong link between home and school.</p> <p>Extra-curricular, paid clubs will be offered for free</p> <p>Themed days will be catered for e.g. dress-up opportunities will be catered for</p> <p>Children will be given first priority for new experiences e.g. learning to play a musical instrument.</p>
<p>To ensure that children, who are considered as disadvantaged, make accelerated progress and maintain positive progress in Reading, Writing and Maths, closing the gap between them and their non-PPG peers.</p>	<p>No child is left behind: the attainment gap will close in Reading, Writing and Maths.</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>Monthly 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 children attaining greater depth to be in line with non-disadvantaged pupils nationally.</p> <p>1:1 tutoring will accelerate learning.</p>
<p>To improve and widen the vocabulary of children in the EYFS and across the school who are in receipt of Pupil Premium</p>	<p>No child left behind, vocabulary for life and learning. Focus from the onset on communication and language; vocabulary to be a key area of focus and closing the vocabulary gap.</p> <p>Children will leave the EYFS having secured the ELG for Communication and Language</p> <p>WellComm Speech and Language Toolkit (EYFS) will continue to be rolled out.</p> <p>A love of reading will continue to be embedded through rich, high-quality texts.</p>

	Children will benefit from high-quality, language rich interactions with staff.
<p><b>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 &amp; 2 phonics check and Y4 multiplication check</b></p>	<p>July 24 data</p> <p>WellComm Speech and Language Toolkit (EYFS)</p> <p>Whole school approach to X tables from Yr 2</p> <p>Whole school P4C – develops communication skills</p> <p>Systematic, Synthetic phonics programme: Little Wandle. Daily roll out in Nursery, Reception and Year One. Children are quickly identified who are in danger of falling behind and are immediately put into Keep Up (KS1) and Rapid Catch Up (KS2) programmes. All adults are trained to deliver the programme and share a common language.</p> <p>Maths: Pre-teach every week. Over-learning key skills. Attainment in maths will strengthen and percentage achieving ARE will increase across the school. Timetables knowledge will be secure. At least 85% achieve score of &gt;20/ 25</p> <p>EYFS Staff are trained in Karen Wilding training around developing understanding of subitising – an increase in children meeting the ELG for maths.</p> <p>Pupil Progress Meetings every month with teachers and support staff – children who are in danger of falling behind will be identified and immediate interventions and support will be put into place. All children who are in receipt of Pupil Premium Funding will be a focus for each meeting.</p> <p>The School Curriculum will continue to be adapted to address and promote children to work at a greater depth level.</p> <p>Champion Groups will give children a voice and support them feeling represented within the school. Worries / concerns will be quickly addressed.</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: £33,215.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Highly skilled workforce</b> investment in professional development (Teachers and TAs); <i>training and support for early career teachers; ensuring an effective teacher is in front of every class; continue to ensure that all staff are trained to deliver Little Wandle effectively; to develop peer observations of Little Wandle; to promote CPD for all areas of the curriculum. Scaffolding up; ongoing formative assessment; removing labels</i></p>	<p>The greatest impact on disadvantaged pupils is what happens in the classroom on a daily basis. P.29 Marc Rowland.</p> <p>The best way to raise self esteem is in the classroom. P.20</p> <p>EEF: Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>EEF: Guidance report: effective reflective development</p>
<p><b>PPG Lead – CPD.</b> Research led Working with HCC Feedback to Governors (minutes on every meeting)</p>	<p><i>Fiercely Educate:</i> <i>We are disproportionately influenced by those that we spend time with – choices around setting, staffing, curriculum perpetuates disadvantage or removes it.</i> Dr Dan Nicholls, Cabot Learning Federation.</p> <p><i>Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of young people in our care, particularly for those from disadvantaged backgrounds.” (Peps McCrea, 2016)</i></p>	
<p><b>Pastoral Team (x 4)</b> 1 x Dedicated PLAC lead 1 x pastoral lead who is timetabled to check in on all vulnerable children, especially those with multiple challenges to learning.</p>	<p>EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</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. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more</p>	<p>4 padlocks (impact: +4months)</p>

	frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
<b>Pupil Progress Meetings</b> (after school: whole team who work with the child) every 4 weeks. Extra hours for Tas (+1hour each)	EEF Feedback: Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.	4 padlocks (impact +6months)
<b>TA training</b> Removing labels; formative assessment, feedback, understanding the many challenges to learning that some pupils in receipt of Pupil Premium face.	Guidance Report, Making Best Use of Teaching Assistants: TAs should not be used as an informal teaching resource for low attaining pupils. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.	

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

Budgeted cost: £ 3,279.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 tuition</b> (targeted support and consolidation of learning for early reading; phonics; maths)	One-to-one and small-group tuition has a good evidence base when used carefully. Marc Rowland Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. EEF	EEF +3 padlocks (impact +5months)



<p><b>WellComm Programme</b></p> <p>Training staff Implementing the program</p>	<p>It screens children for speech and language ability, often identifying problems before they become more serious, and provides activities to address them.</p> <p>EEF:</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>EEF 3 padlocks (impact +6 months)</p>
<p>Additional phonics (Keep Up and Rapid Catch Up), reading fluency and comprehension sessions, targeted at our disadvantaged children</p>	<p>Phonics has a positive impact overall with very extensive evidence... is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF</p> <p>Small group tuition: Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	<p>5 padlocks (Impact +5months)</p>
<p>Inviting our disadvantaged children to Homework Club which is led by highly skilled staff.</p>	<p>EEF:</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Feedback).</p>	<p>1 padlocks (Impact +5months)</p>
<p>Targeted, small group Reading Fluency Intervention</p>	<p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.</p>	<p>4 padlocks (impact +6 months)</p>

	<p>Support pupils to develop fluent reading capabilities. Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils’ fluency through: guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times until they reach a suitable level of fluency.</p> <p>Prioritise understanding pupils’ current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/Guidance-Reports/Literacy-KS2/literacy-ks-2-rec7-2nd-edition.svg">7https://d2tic4wvo1iusb.cloudfront.net/production/Guidance-Reports/Literacy-KS2/literacy-ks-2-rec7-2nd-edition.svg</a>EEF</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,241.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral team daily check-ins</b> with children who have multiple challenges to learning, including SEMH (going for a walk, discussing and modelling strategies for self regulation etc)</p>	<p>The most effected approaches to tackling disadvantage are not about the big interventions but the countless small interactions, discussions and individual moments that create a sense of belonging. P.34. Marc Rowlands</p> <p>EEF: Closing the disadvantaged gap: 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. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>4 padlocks (impact 7+months)</p>
<p><b>Champion Groups.</b> PPG lead champions each child: giving them a voice and every opportunity to succeed. Information is triangulated between SLT,</p>	<p>Strategy and activity must sharply focus on identified pupil need, not labels or accountability measures.</p> <p>EEF:</p>	<p>3 padlocks (+2months)</p>

<p>Pastoral and teaching team.</p> <p>Ensuring that every child is participating in an extra-curricular club</p>	<p>Mentoring: Regular meetings of once a week or more frequently appear to be most effective... Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Raising Aspirations: Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p>	
<p><b>Dood Lessons</b> (learning to play an instrument)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>3 padlocks (impact x3months)</p>
<p><b>Parent survey</b> – listen to parent voice about how to work together in partnership with families</p>	<p>EEF:</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:... approaches and programmes which aim to develop parental skills such as literacy or IT skills</p>	<p>EEF 4 padlocks (impact +4months)</p>
<p><b>To build trust with parents</b> – phone calls, meetings, regular communication with the school secretary (reminding parents of significant dates in the school diary).</p>	<p>...be underpinned by the highest of expectations and positive relationships between disadvantaged pupils and their families, school life and learning. Marc Rowland</p> <p>EEF:</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: ...general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due</p>	<p>EEF 4 padlocks (impact +4months)</p>

	to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	
Work shops for parents based on SEND and phonics / reading	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	4 padlocks (impact +4months)
<p><b>Poverty Proofing:</b></p> <p>At least x2 water bottles in every classroom for PPG children</p> <p>Support with school uniform / dress up for themed days / school trips are subsidised / homework printed rather than sent home electronically (lack of devices for some families); offer of breakfast club and After-School Club (free of charge)</p>	<p>EEF:</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	<p>Little or no evidence</p> <p>Parental engagement: (impact 4+months)</p>
<b>Quiet Time</b> (a daily supported time (during the last period of lunchtime) to bridge the transition from playtime to the classroom)	EEF: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.... Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.	2 Padlocks (impact: 4+months)

<p><b>SEMH outdoor learning experience: Hudnall Park.</b>          Trip – funded by The National Lottery</p>	<p>Arts participation may be delivered within the core curriculum, or <u>through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</u></p>	<p>3 padlocks          (impact +3months)</p>
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**Total budgeted cost: £ 42,736.20**

# 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.

<b>1</b>	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		
	Emerging	<b>Improving</b>	Mature

The gaps are closing for our children who are in receipt of Pupil Premium Funding who haven't got any additional challenges to learning such as SEND.

<b>PPG, NON-SEN</b> %ARE+	Aut 22 Children	Spri 22 children	Sum 22 children
Reading	68%	68%	<b>73%</b>
Writing	46%	50%	59%
Maths	41%	46%	59%
RWM			<b>55%</b>

<b>Difference between Non-PPG SEN and Non-PPG</b>	
Reading	2%
Writing	7%
Maths	14%
<b>RWM</b>	<b>7%</b>

<b>NON-PPG, Non-SEN</b> %ARE+	Aut	Spri	Sum
Reading	68%	66%	75%
Writing	58%	57%	66%
Maths	66%	66%	73%
RWM			<b>62%</b>

The gap between maths could be partly due to the high focus on Phonics and Reading. This will be addressed in the next academic year with interpreting word problems – understanding general vocabulary, not necessarily mathematical terms.

### Phonics Check:

Whole cohort (Y1)	PPG	Non-PPG	PPG Non-SEN

87%	<b>55%</b>	90%	<b>100%</b>
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Multiplication Check:

Whole cohort Average score (Y4)	PPG Average score 6 children	Non-PPG Average score 50 children	PPG Non-SEN Average score <b>1 child</b>
<b>23.1</b>	<b>18</b> (scores for 2x children unknown)	<b>23.26</b>	<b>22</b>

EYFS:

<b>Communication and Language</b>	<b>100%</b>
Listening, Attention and Understanding	<b>100%</b>
Speaking	<b>100%</b>

<b>Literacy</b>	
comprehension	
Word reading	<b>75%</b>
Writing	<b>75%</b>

<b>Maths</b>	<b>75%</b>
Number	
Number patterns	

<b>2</b>	<b>For disadvantaged pupils with multiple barriers to close gaps in their learning and 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.</b>		
	<b>Emerging</b>	<b>Improving</b>	<b>Mature</b>

22 of our children are considered to be SEND. This equates to 49% of children who qualify for Pupil Premium Funding. This doesn't take into account the number of children who also have a mental health concern in addition to SEND.

The SENDCO meets regularly with parents whose children are on the SEND register. Children who are additionally in receipt of Pupil Premium funding receive further on-going support from the PPG lead, who meets with these children weekly. This group of children are a high focus during our monthly Pupil Progress Meetings. We look at the impact that interventions and adaptations to daily practice have made and how we can further improve this.

Children who are PPG and SEND are making good progress in reading.

In-year Progress PPG SEN	Reading	Writing	Maths
Average steps	<b>2.85</b>	<b>2.25</b>	<b>2.3</b>

The gap between PPG and Non-PPG still exists. This is something we are striving to address and close. We understand the difference that strong working relationship with parents can make to a child's experience at school; we are striving to build and develop these relationships.

PPG SEN %ARE+	Aut 21 children	Spri 21 children	Sum 22 children
Reading	14%	14%	18%
Writing	10%	10%	14%
Maths	14%	24%	23%
RWM			9%

NON PPG SEN %ARE+	Aut 52 children	Spri 54 children	Sum 54 children
Reading	27%	20%	35%
Writing	14%	13%	20%
Maths	23%	22%	32%
RWM			15%

Maths – did we lose a child who was ARE and gained a child who was working Below? (summer term)

Phonics Check:

	PPG SEN	Non-PPG SEN	Difference
Number of children	4	4	0
Average score	27.25	31.5	4.25

PPG SEN children continue to be our main focus. We reach out to the children's parents to encourage reading at home (reading certificates, communication at drop offs). We also keep books in school with a separate reading diary for children who do not read at home. We make sure these children are heard 1:1 everyday. **Author visits: when age appropriate, we make sure that PPG children receive a copy of the book.**

Phonics – these children are part of daily Keep-Up groups: 10 minutes every day. This has been consistent throughout the year. Progress has been good for this group of children. Where children are sight reading, we continue to persevere with phonics, making sure that this is their first strategy for unknown words.

Multiplication Check:

	PPG SEN	Non-PPG SEN	Difference



Number of children	6 (2 unknown scores (as working below) so counted as zero)) 4 scores = 62	10 children (3 unknown score (as working below) so counted as zero))  7 scores = 159	
Average score	12.4	15.9	3.5

We are going to introduce TTRockstars from Y2 in the next academic year as the children are using the 2s, 5s and 10 x tables in Year 1 when calculating. Battle of the Bands has proved popular with parents due to competitiveness between classes. This will continue to be set next year. We will ensure that all children are only allocated the particular times-tables that they are working on unless they are working above the expectation.

**EYFS:**

**PPG SEN: There are currently no individuals who we have moved onto the SEND register, although we are monitoring this closely.**

<b>3</b>	<b>For all disadvantaged pupils to be fully engaged in learning and access the curriculum including adding cultural capital to their experience.</b>		
	<b>Emerging</b>	<b>Improving</b>	<b>Mature</b>

All children who are considered to be disadvantaged are at the forefront of all we do. We have learnt that the positive interactions, level of support and opportunities that we give, benefits all children. All staff are on board and champion this group of children.

#### Champion Groups

Champion groups continue to give our disadvantaged children a voice (not just children who are in receipt of Pupil Premium Funding). Each week, they are visited and/or meet as a group with the Pupil Premium Lead. The children seek out the group, often asking what time it will happen during the day. It gives them a voice. It gives us an insight into their thoughts and feelings about all aspects of their life: home and school. Action is then taken by the lead to improve their circumstances through slight tweaks to their learning or level of support through communication with other staff members and/or parents.

#### Trip to Hudnall Park

We invited a group of 12 children, across Key-Stage 2, to take part in a morning of outside activities at Go Wide, an outdoor learning centre in Hudnall. It was a fabulous morning of creating natural art, wood whittling and sound scapes which offered the children something slightly different than our Forest School Learning at Yorke Mead. One of the children who we took had never been on a minibus before. We supplied some of the children with appropriate clothing on the morning of the trip and provided them with a healthy snack to see them through the morning.

### Opportunity to learn to play an instrument.

We invited children who we consider to be disadvantaged to learning a 'dood'. This wasn't as popular as we hoped so we showed the children the instrument - which they would take home – and called parents to promote this invaluable new skill. We now have 12 children learning how to play, every Thursday in small groups of 4 to one teacher. They are excited to continue in the new academic year.

### Friends of Yorke Mead

Friends of Yorke Mead have recognised the importance of supporting all of our families. We now have 'pre-loved uniform' stalls and are now collecting costumes from 'themed days' which families can borrow / swap etc.

Monthly Pupil Progress meetings ensure that the team working around our disadvantaged children are all aware of their next steps and how this is going to be achieved. We have found that this has been a successful method of planning and evaluating the impact of the work that we are doing so far.

The Pupil Premium Lead has lead a staff meeting, considering why some children are considered to be disadvantaged, who these children are in our classes and how we can support them further. Staff felt motivated by the meeting. One member of the Early Years Team is keen to work with the Pupil Premium Lead, to catch this group of children early and to visit different settings with similar numbers of Pupil Premium so that we can compare and gain valuable experiences and ideas to bring to Yorke Mead.

PPG %ARE+	ARE	Difference from pervious summer	ARE+	Difference from pervious summer
Reading	43%	+4.2%	14%	+7.8%
Writing	36%	+3%	2.4%	+2.4%
Maths	41%	+8.2%	2.4%	-0.8%
RWM				

The percentage of PPG children achieving ARE has increased by 10% since the autumn term of 2022.

## **4 Disadvantaged pupils with additional social and emotional needs, develop strategies to develop their resilience and manage emotions and develop self-regulation skills.**

**Emerging**

**Improving**

**Mature**

43% of our disadvantaged children also have additional challenges to learning due to their social and emotional needs. We have an invaluable pastoral team who work closely with our children. They build strong working relationships with these children through regular check-ins, 1:1 and small group interactions, activities and interventions such as:

- Drawing and talking
- Zones of regulation
- Emotion work
- Quiet time

- Play therapy
- Me in my world programme
- Meercat Club (chatting)
- Champion Groups

We ensure that all children access to a safe space, where they can go when they dysregulate (or lose control), to be supported in calming down by a member of staff who is their trusted adult.

Our small number of Post-Looked After Children (PLAC) have a designated member of the pastoral team whose sole purpose is offering these children higher levels of nurture and support across all aspects of their development (see separate PLAC Standards and Progress Report - July 2023).

Pupil voice shows that children can talk about their emotions, using zones of regulation. They refer to the different parts of their brain, understanding that the amygdala takes over once the pre-frontal cortex has stopped working when they are dysregulated.

All members of staff who are working with individuals understand what must be in place for them to feel safe and secure. Now and next, regular brain breaks, routine and high expectations are in place those who need it, tailoring for specific children as necessary.

Progress for children with additional social and emotional needs:

In-year Progress <b>PPG social and emotional needs</b>	<b>Reading</b>	Writing	Maths
Average steps	<b>3.19</b>	<b>2.6</b>	<b>2.8</b>

We would expect children to make three steps of progress across the year, one step per term. This group of children have succeeded this in Reading, making good progress. Maths is also showing as being strong in terms of progress.

## **5 Reduce the gap between Non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths and across the wider curriculum.**

<b>Emerging</b>	<b>Improving</b>	<b>Mature</b>
<p>Disadvantaged children continue to be targeted for Pre-teach in Maths and Science. This group of children are at the forefront of discussions during Pupil Progress meetings which take place every 4 weeks. The team working with individuals are present for this meeting so that information can be shared and next steps can be planned for. Children are encouraged to complete Turbo questions in maths to promote deeper thinking. Author visits throughout the school year has promoted a love of reading. Copies of these texts are placed in each classroom, giving the children an opportunity to read each text. All of our disadvantaged children, who we believe do not have the support at home, are invited to attend homework</p>		

club where they can practise key skills and complete their homework to the best of their ability, having the tools that they need.

PPG % achieving Greater Depth	Aut	Spri	Sum
Reading	10%	10%	14%
Writing	0%	0%	2.4%
Maths	2.4%	2.4%	2.4%

Non-PPG % achieving Greater Depth	Aut	Spri	Sum
Reading	28%	29%	36%
Writing	21%	21%	23%
Maths	26%	25%	29%

The gap is greater in maths. We are looking in depth at why this is. During the next academic year, we are focussing on vocabulary development so that children fully understand mathematical word problems. Morning Maths, for every year group, will now have at least one question which requires solving problems and reasoning.

The gap in English, Writing has slightly reduced.

Gap between PPG and Non-PPG achieving the GDS	Aut	Spr	Sum
Reading	18%	19%	22%
Writing	21%	21%	20.6%
Maths	23.6%	22.6%	26.6%

RWM combined	PPG	Non-PPG	Gap
Autumn	21%	52%	31%
Spring	24%	51%	27%
<b>Summer</b>	<b>31%</b>	<b>62%</b>	<b>31%</b>

The percentage of PPG children achieving ARE has increased by 10% since the autumn term.

## 6

### To build trust and engagement between school and parents of disadvantaged children

Emerging	Improving	Mature
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The Pupil Premium Lead has developed relationships with parents across the year. Phone calls have been made regarding homework; inviting their children to clubs, including outside clubs such as tennis and dood lessons. Parents have been called and/or invited into school for meetings during times when their children have struggled emotionally in school, which has impacted their behaviour. The Head Teacher has issued vouchers to vulnerable families. This has encouraged dialogue between home and school. Families have been incredibly thankful for the vouchers towards uniform and at Christmas, the delivery of a Christmas hamper in time for Christmas Day.

Families who we believe are disadvantaged are encouraged to apply for Pupil Premium Funding. We send letters out throughout the year, encouraging our families to apply, especially for our Reception and Year 2 children who are already Universal Free School Meals.

Attendance:

The School Secretary is a trusted member of staff for all parents. She is the first port of call for parents whose children struggle to come to school. Our School Secretary makes daily phone calls regarding attendance and punctuality. She is gentle in her approach and, more often than not, manages to coax children into school. However, attendance continues to be an issue, especially for our Free-School-Meal children and is something we are stiving to improve. We offer breakfast club and afterschool club for these families to support attendance and punctuality. Attendance certificates and badges are rewarded to children have achieve 99%+ attendance throughout each term.

<b>ALL Years</b>	95.3	366		
<b>Ever FSM</b>	92.9	24	<b>Non Ever FSM</b>	95.5   342
<b>Pupil Premium</b>	93.5	40	<b>Non Pupil Premium</b>	95.6   326
<b>Current FSM</b>	92.9	24	<b>Non Current FSM</b>	95.5   342

<b>PGG</b>	<b>Non-PPG</b>	<b>Difference</b>
94%	96%	2%
<b>Ever FSM</b>	<b>Non-Ever FSM</b>	<b>Difference</b>
93%	96%	3%

## 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

## Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	4 children
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.*