

## Pupil premium strategy statement

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
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	10% (43 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Hannah Carter
Governor / Trustee lead	Zoe Newman / Chris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£5,945
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	£50,265

# 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. 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Multiple challenges to learning.</b> 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 with chaotic lives and mental health needs within the family.</i>

	<p><i>15 of our disadvantaged children, 36%, have specific learning needs. 19 of our children, 45%, 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 on their access to the curriculum.); 7 of our disadvantaged children are post looked after, 17%.</i></p>
2	<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 and through our champion groups. Communication with all adults who work with each child is essential in making connections with learning.</p>
3	<p><b>Higher Attaining Pupils</b></p> <p>The attainment gap with disadvantaged children’s peers widens as they progress through the school, more so from KS1 to KS2. Higher Attaining pupils do not convert to greater depth at KS2 at the same rate as non-disadvantaged pupils in Reading, Writing and Maths.</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, worked at a greater depth level.</p> <p>(see Part B, Strategy Outcomes, Section 3 – below)</p>
4	<p><b>Vocabulary and communication</b></p> <p><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></p>
5	<p><b>Effects of the pandemic</b></p> <p><i>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>
6	<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><i>Our attendance data so far this year indicates that attendance among disadvantaged pupils has been 92.6% - 3% lower than for non-disadvantaged pupils. During the last academic year this was encouraging – the gap was much smaller of 2% (93% in comparison to 95%)</i></p> <p>Overall absence for pupils in receipt of free school meals (7.7%) was in the <b>high-est</b> 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (35.0%) was in the <b>highest</b> 20% of all schools in 2018/19 as well as in 2017/18 (OFSTED inspection data)</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
<p>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</p>	<p>July 23 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 will be trained to deliver the programme.</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>Staff will be trained in Karen Wilding training around developing understanding of subitising</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</p>
<p>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>	<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>Champion groups</p>
<p>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>“Champion Groups” for small groups of children</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>

	School Secretary will remain a strong link between home and school.
Disadvantaged pupils with additional social and emotional needs, develop strategies to develop their resilience and manage emotions and develop self-regulation skills.	<ul style="list-style-type: none"> <li>• Pastoral Team will support individuals with some identified programmes of support: Me in my world, identity work, drawing and talking, quiet time, Zones of Regulation...</li> <li>• Specific children will receive art therapy</li> <li>• Mind Up curriculum in place with additional focus on individual identified needs</li> <li>• Champion Groups for small groups of children will be in place (each session will be logged. Information will be shared with class teachers / SLT where necessary).</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations will inform our successes.</li> <li>• School Secretary will remain a strong link between home and school.</li> </ul>
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths and across the wider curriculum.	<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>
To build trust and engagement between school and parents of disadvantaged children	<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> <p>As a trauma aware school, all staff will be aware of the importance of building individual relationships - Alex Timpson Attachment and Trauma Programme.</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: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching:</b> investment in professional development; <i>training and support for early career teachers; ensuring an effective teacher is in front of every class; 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.</i>	Research tells us that high quality teaching can narrow the disadvantage gap. ‘Teachers and other staff should have a shared understanding of the components of inclusive, quality first teaching, specific to their subject and phase.’ Marc Rowland 2021.  The Education Endowment Foundation states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.	1, 3, 4, 5
<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
Month Pupil Progress Meetings with a focus on disadvantaged children (involving class teachers, teaching assistants and SLT – after school)	“Pupils needs, not labels should drive strategy.” “meeting the needs of all pupils as individuals ... This personalised approach to learning can, in turn, enable far higher levels of progress for all.” Mark Rowland 2021.  INSET TIME  Overtime for teaching assistants	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 32,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teachers and teaching assistants to provide targeted academic support: 1:1 and small group interventions as well as during classroom teaching and the wider curriculum (Individualised Instruction)</b></p>	<p>3 padlocks +4months EEF</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when 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>1, 2, 3, 4, 5, 6</p>
<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>4/5 on the EEF padlock scale.</p> <p><i>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</i></p>	<p>1, 3, 4, 5, 6</p>
<p><b>Additional phonics (Keep Up and Rapid Catch Up), reading fluency and comprehension sessions, targeted at our disadvantaged children.</b></p>	<ul style="list-style-type: none"> <li>• 5 padlocks high impact, +5 months EEF</li> <li>• 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</li> <li>• Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF</li> </ul> <p>10 minute Group Keep Up Daily Support sessions (EYFS and Y1)</p> <p>10 minute individual Keep Up sessions (EYFS and Y1)</p>	<p>1, 2, 3, 5, 6</p>

	<p>10 minute Group Rapid Catch Up Daily Support sessions (EYFS and Y1)</p> <p>10 minute Group Rapid Catch Up Daily Support sessions (KS2)</p> <p>KS2 Reading Fluency Group 20 minutes x2 a week</p>	
<p><b>On-line learning:</b></p> <ul style="list-style-type: none"> <li>• TTRockstars</li> <li>• TEAMS</li> <li>• MyMaths</li> <li>• Squeebles</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches using digital technology to individualise instruction show that they are as effective as those without technology. EEF</li> </ul>	1, 3, 5, 6
<p><b>Inviting our disadvantaged children to Homework Club</b></p>	<ul style="list-style-type: none"> <li>• Homework has a positive impact on average (+ 5 months) EEF</li> <li>• Some of our children live in crowded homes with no access to devices and resources. Some children do not have a quiet space for home learning</li> </ul>	1, 2, 3, 4, 5, 6
<p><b>1:1 Tutoring</b></p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (3 padlocks; 5+months) EEF</p> <p>COST; NUMBER OF CHILDREN</p>	1, 4, 5, 6

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

Budgeted cost: £16,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Release time for our School Secretary, who has strong, working relationships with our</b></p>	<p>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. <a href="#">School secretary time (every morning phoning parents)</a> <b>£3,000</b> (£20p/h x 1hr a day)</p>	1, 2, 3, 4, 5, 6



<b>disadvantaged parents.</b>		
<i>Children invited to attend breakfast club and afterschool club free of charge</i>	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework. 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). EEF (3+months; 1 padlock)	1, 3, 4, 5, 6
<i>Trip to Go Wild at Hudnall Park – February 2022</i>	Trip – funded by The National Lottery	1, 2, 3, 4, 5, 6
<i>Workshops for parents based on SEND and phonics / reading</i>	Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. (4+months, 4 padlocks)	1 3 4 5 6
<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>	4 padlocks +7 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 <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> The Education Endowment Foundation (EEF) describes metacognition approaches as having “consistently high levels of impact”. The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year. 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	1 2 3 4 5 6
<i>Pastoral member with key responsibility of Post Looked After Children</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> ... 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.	1 3 4 5

<b><i>Play Therapy</i></b>	Art approaches: 3 padlocks; 3 months Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum	1, 2 4 5 6
<b>Contingency fund for acute issues.</b>	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.	All

**Total budgeted cost: £50,550**

# 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.

<b>1</b>	<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>																						
	<b>Emerging</b>	<b>Improving</b>	<b>Mature</b>																				
<p>We have 30 children who are in receipt of Pupil Premium funding who do not have SEND. When we look at these children as a group, we have found that they are making pleasing progress, especially in maths, in comparison to their non-PPG peers.</p> <p>As with all children, this group of children are individually encouraged to strive to achieve, often choosing to complete the Mega and Ultra challenges (across the curriculum) and are targeted throughout learning time, checking their understanding, and immediately addressing misconceptions. This is evident from learning walks, the children’s books and pupil voice.</p> <p>These children are supported with immediate interventions and have been prioritised with the School’s Tutoring Programme. The monthly pupil progress meetings have meant that teachers have their PPG children at the forefront of their mind, considering seating arrangements, adults support and their next steps.</p> <p>All adults in the classroom can talk confidently about how they support this group of children to reach their potential.</p> <p>Pre-teach for maths and science is prioritised for all children in receipt of Pupil Premium funding. They are a key focus during every Pupil Progress Meeting (monthly); their support and impact of this support is evaluated / adapted as necessary to ensure the best learning outcomes for their individual challenges to learning.</p> <p><b>Pupils in receipt of Pupil Premium Funding who are non-SEN:</b></p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>%ARE+</th> <th>Aut /16</th> <th>Spri /18</th> <th>Sum /18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>61%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>56%</td> <td>56%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>56%</td> <td>56%</td> </tr> <tr> <td>RWM</td> <td></td> <td></td> <td>56%</td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>More non-SEN PPG children achieved ARE+ in the last academic year than their Non-PPG peers.</p> </div> <p><b>Non PPG (not including Y6):</b></p>				%ARE+	Aut /16	Spri /18	Sum /18	Reading	56%	61%	56%	Writing	50%	56%	56%	Maths	63%	56%	56%	RWM			56%
%ARE+	Aut /16	Spri /18	Sum /18																				
Reading	56%	61%	56%																				
Writing	50%	56%	56%																				
Maths	63%	56%	56%																				
RWM			56%																				

NON PPG %ARE	Aut 39 children	Spri 42 children	Sum 40 children
Reading	61%	65%	67%
Writing	54%	57%	58%
Maths	61%	62%	64%
RWM	48%	51%	<b>54%</b>

**Phonics Check:**

Whole School

		Wa	Wt	A	D
All Pupils	National	82	16	0	2
	School	74	22	0	4

Pupil Premium

Six children, in this cohort, completed the phonics test. 50% passed the test.

Of the children who do not have a SEN, 75% met the required standard.

The child who didn't pass the screening check, who doesn't have a SEN is now receiving tutoring for phonics (school tutor) every Monday and is in a focussed group in class, supporting spelling.

This group of children are targeted to be heard read daily.

Multiplication Check:

Four children in year 4 are eligible for Pupil Premium funding. Two of the four children don't have an additional SEN. Both of these children have been identified as being in danger of falling behind. The school tutor is working with one of these children and both are receiving pre-teach and/or small group and 1:1 interventions.

**Progress**

**Year 1 Year 2 Year 3 Year 4 Year 5 All Genders, Pupil Premium, Non SEN (progress across KS2 measured from RWM APS from KS1 Validated Data)**

	READING						WRITING						MATHS											
	Cohort		At Risk		Positive +		Cohort		At Risk		Positive +		Cohort		At Risk		Positive +		Sig Pos					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
<b>AUTUMN</b>	Total	11	1	9.1	9	81.8	5	45.5	Total	11	1	9.1	9	81.8	5	45.5	Total	11	1	9.1	9	81.8	2	18.2
<b>SPRING</b>	Total	11	0	0.0	10	90.9	5	45.5	Total	11	1	9.1	9	81.8	4	36.4	Total	11	1	9.1	9	81.8	2	18.2
<b>SUMMER</b>	Total	11	2	18.2	8	72.7	4	36.4	Total	11	2	18.2	8	72.7	4	36.4	Total	11	1	9.1	9	81.8	1	9.1

Children who are receiving the Pupil Premium funding, who do not have a SEN, are generally making one step of progress each term.

We have identified that writing is an area that has suffered most from the pandemic. Especially vocabulary and punctuating with capital letters and full stops. We are working hard to give our children the tools that they need to succeed: teacher models, sentence starters; developing vocabulary through whole class and small group work sessions, regular check ins from adults – developing independence; peer on peer book editing; walking punctuation. Revision starters for each lesson builds on prior learning, embedding key skills into the long-term memory.

**Action**

- Year group moderations for writing and maths which are supported by a member of SLT.
- Ensure that discussions are held with all members of staff who support this group of children, especially in our monthly Pupil Progress meetings to what these children need to do next in their reading, writing and maths
- Little Wandle programme to promote love of reading (ability to do so)

**EYFS:**

29% of disadvantaged children achieved a GLD. Over half of these children achieved the ELG for the Prime areas. Yorke Mead made the decision not to continue with The Neli Programme as it was labour intensive and highlighted children who we were already aware of needing intervention for vocabulary-based teaching.

We are currently looking into WellComm, which is similar in aims and vision to The Neli Programme but is manageable, meaning that children will gain increasing amounts of time with adults both 1:1 and in small groups.

Both our Nursery and Reception practitioners have focused on developing vocabulary through reading as many stories as possible each day; singing; vocabulary boards in the learning environment; playing daily, focussed sound games (building on Phase 1 Phonics) with small groups of children such as, ‘what’s in the box’.

A new maths scheme in Reception has slowed the learning down, meaning that children are gaining a deeper understanding of number.

Percentage of children achieving the ELG who are in receipt of Pupil Premium funding but who are not SEN:

(5 children)

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

<b>Literacy</b>	
comprehension	<b>80%</b>
Word reading	<b>60%</b>
Writing	<b>60%</b>

<b>Maths</b>	
Number	<b>60%</b>
Number patterns	<b>80%</b>

The children who haven't reached the ELG for reading are now part of a keep up group for phonics: Little Wandle. This is a daily, 10minute intervention, for 7 weeks. The children are then tested and move onto the next area of focus.

<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>

45% of our children who are entitled to Pupil Premium funding are SEN. Five of these children have an EHCP, with a further four in progress.

Two children who are in receipt of Pupil premium funding and whom have additional SEN are meeting the age related expectations and above in all subjects; one child (at the end of y6) achieved the expected standard for reading and maths.

% ARE in:

%ARE+	Aut	Spri	Sum
Reading	25%	17%	17%
Writing	8.3%	8.3%	17%
Maths	17%	8.3%	8.3%

NB. The change from 25% to 17% is the difference of one child. This is also the difference between 17% and 8.3

Teachers and subject leads have considered barriers and solutions to learning in their subject area. These have then been made accessible to every teacher and adult in each classroom across the school. We use this information when planning, considering individual children, ensuring that we are inclusive, that all children have access and the opportunity to meet the learning intention through a broad and rich curriculum.

To ensure that all children are part of whole class learning and to promote inclusivity, we incorporate regular brain breaks, the daily mile, wobble cushions, ear defenders, safe spaces, fidget toys, learning plans, now and next, visual timetables, emotional check ins (including Zones of Regulation for some children).

Phonics Check:

Whole School:

		Wa	Wt	A	D
All Pupils	National	82	16	0	2
	School	74	22	0	4

Two children, in this cohort, who are in receipt of Pupil Premium Funding have SEN needs. Both of these children didn't meet the required standard. We have and are continuing to give them 1:1 and small group, daily interventions to close the gap. One of these children is receiving tutoring with our school tutor for phonics once a week. The introduction of Little Wandle Revised Letters and Sounds Programme will also help to focus on their areas of immediate intervention: 'Keep Up' daily, intense focussed sessions.

This group of children are targeted to be heard read daily.

Multiplication Check:

Two children in year four both have SENs and are eligible for Pupil Premium funding. One child showed they were on track with their timestables and one child was flagged up as being in danger of falling behind. This child has individualised planning for maths, which is delivered on a 1:1 basis.

**EYFS:**

**% of cohort achieving ELG:**

<b>Communication and Language</b>		
Listening, Attention and Understanding	7.55	92.45
Speaking	5.66	94.34
<b>Literacy</b>		
Comprehension	5.66	94.34
Word Reading	20.75	79.25
Writing	24.53	75.47
<b>Mathematics</b>		
Number	16.98	83.02
Numerical Patterns	15.09	84.91

**PPG SEN:**

**(3 children)**

<b>Communication and Language</b>	
Listening, Attention and Understanding	33%
Speaking	33%
<b>Literacy</b>	
comprehension	33%
Word reading	33%

Writing	0 %
<b>Maths</b>	
Number	33%
Numerical Patterns	33%

**3** For all disadvantaged pupils to be fully engaged in learning and access the curriculum including adding cultural capital to their experience.

**Emerging**

**Improving**

**Mature**

PPG %ARE+	Aut 39 children	Spri 42 children	Sum 40 children
Reading	36%	43%	45%
Writing	26%	33%	43%
Maths	33%	33%	40%
RWM	31%	37%	43%

A larger percentage of PPG children moved to working at ARE+ than non-PPG peers. However, the gap still exists and needs to be closed. (11% difference in RWM – LOOKING AT THIS DATA, THE GAP HAS REDUCED AS THE ACCADEMIC YEAR PROGRESSED.

(not including Y6)

NON PPG %ARE+	Aut 39 children	Spri 42 children	Sum 40 children
Reading	61%	65%	67%
Writing	54%	57%	58%
Maths	61%	62%	64%
RWM	48%	51%	54%

### Progress

Disadvantaged children across the school have been a priority for school clubs (both internally and with outside providers). 6 PPG children, from KS2, were invited to attend a tennis club which ran throughout the year, every Monday. The Pupil Premium Lead called parents, whose children were not attending any clubs, inviting them to clubs that their children were interested in (Pupil voice: Champion Groups). This is something we are hoping to develop further: communicating with parents, meaning that children are more likely to attend clubs.

Yorke Mead now plans any trips or visits for the school year in advance. Parents are informed of this at the beginning of the academic year (September) preparing parents with a yearly plan. We continue to support disadvantaged families with the cost of trips. We continue to adapt our curriculum with rich experiences, this is ongoing.

PPG lead has made a good start with Champion Groups for children who are in receipt of Pupil Premium finding. Small meetings are held with the children to discuss their learning and overall experiences of school. From these discussions, further opportunities for completing homework (not just after school) and resources have been prioritised for these children e.g. year 5 and six children who live in crowded homes are now encouraged to complete their homework in the Computing Room during lunch times or after school; resources are printed off for children who don't have access to a device at home, including plain paper to record on.



IPads have been given to families who don't have access to one (WiFi is the next issue).		
<b>4</b>	<b>Disadvantaged pupils with additional social and emotional needs, develop strategies to develop their resilience and manage emotions and develop self-regulation skills.</b>	
	<b>Emerging</b>	<b>Improving</b>
<p>Our pastoral team work closely with children who have multiple challenges to learning. They deliver targeted support such as:</p> <ul style="list-style-type: none"> <li>• Drawing and talking</li> <li>• Zones of regulation</li> <li>• Emotion work</li> <li>• Quiet time</li> <li>• Play therapy</li> <li>• Me in my world programme</li> <li>• Meercat Club (chatting)</li> <li>• Champion Groups</li> </ul> <p>There is a clear timetable which the pastoral team work to ensure all children, who need it, get the support that they need to keep them regulated, safe and happy. Learning can then take place. Children have a preference for which adult they feel most secure talking to. We ensure we timetable this adult to support that individual child whilst recognising the importance of not becoming reliant upon one adult in particular.</p> <p>During the last academic year, we have introduced Zones of Regulation. The pastoral team had already made a good start with this and had already introduced it to some children.</p> <p>All members of staff at Yorke Mead have now received this training and have identified key children who would benefit from this. We are working hard to ensure that vocabulary and methods/routines are consistent across the school, from class to class.</p> <p>From pupil voice, as part of our Champion Groups, children reported Zones of Regulation as:          "Zones does help you... It helps you to know how I feel." Y4 child (boy).          "It keeps my stress in." y4 child (girl).</p> <p>Support staff have had training, from an outside agency, on the Me in My World Programme. Support staff were asked to identify children who they are currently working with who they thought would benefit from this. They then liaised with teachers to put this into practise.</p>		
<b>5</b>	<b>Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths and across the wider curriculum.</b>	
	<b>Emerging</b>	<b>Improving</b>
<p>Our Pupil Premium Lead, is closely monitoring all of our Pupil Premium children to make sure that they are on track and/or have the tools, resources and support that they need to meet end points in their learning (both in and out of the classroom). Children who have fallen off track are immediately identified and are discussed with SLT; with the adults working with that child in class; through pupil progress meetings and</p>		

with the pastoral team. Alongside the support from our pastoral team, the champion groups for these children is also proving a vital source of information which helps us to understanding what is happening in each child's life.

Although the gap remains, we are working hard to ensure that all children, regardless of their circumstances are given every opportunity to progress in their learning.

45% of our Children in receipt of Pupil Premium funding have SEN, with multiple barriers to learning. This is the group of children who we know we need to (and are) focussing on. Engaging with parents; developing working relationships which in turn, will support attendance.

Children in receipt of Pupil Premium funding:

% achieving Greater Depth	Aut /16	Spri /18	Sum /18
Reading	10	10	7*
Writing	7	0	0
Maths	3	3	3

\*Difference of one child

Children NOT in receipt of Pupil Premium funding:

% achieving Greater Depth	Aut	Spri	Sum
Reading	23	28	29
Writing	21	23	24
Maths	26	27	28

## 6

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

#### Emerging

#### Improving

#### Mature

Our School Secretary remains a crucial link between home and school. She has developed many strong, trusting relationships with parents. They call her directly through the phone system, communicate daily with both independent and ongoing issues with their children, informing us with vital information to support their children accordingly in school.

Our School Secretary is also a safety net for many children, not only disadvantaged children, whom they feel they can come and talk to at break and lunch times. Children who struggle to come to school also find coming into school through the office and spending some time at the start of the day with her, an ease into learning.

The Pupil Premium Lead has made phone calls to parents regarding extra-curricular clubs and to make parents aware of additional hours that their child could attend nursery for. However, she recognises that there is still progress to be made and plans to release a profile to all parents, explaining her role and how she works and supports their children in school.

Attendance

Whilst last year there were a few PPG children who struggled with their attendance, the overall data showed that the attendance of PPG children was lower than whole school attendance by 1.9% (so within 2%) and FSM attendance was within 1.5% of the whole school level. This reflects the positive school experience that we are trying to create for the children.

## 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
Little Wandle Letters and Sounds Revised	Wandle Learning Trust

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

When discussing and planning our Pupil Premium Strategy, we consider our whole school culture; developing high expectations regardless of prior attainment. We focus on individual children rather than 'groups', considering their specific needs rather than a label. From responding to the impact of our previous strategy and considering the rising needs of our disadvantaged children -in the autumn term of 2021 - we conducted an audit, pupil voice and based our School Improvement Partner's visit towards Pupil Premium, to establish and confirm our next steps. A year has passed, we are making slow but steady progress. We 'know' our disadvantaged children as individuals and ensure that we are continuing to plan and action activities and develop a culture where they feel happy, supported and safe in school.

The impact of rising costs affects everyone but significantly more so for our disadvantaged children. As a staff, we are clear that we must consider every decision we make from 'theme days' to trips out of school. We continue to develop our relationship with parents and families, working together as a unit to support their child's needs.

The Pupil Premium Lead is keen to read literature based on addressing educational disadvantage. We also refer to the EEF Teacher Toolkit to help us to develop our strategy and we will continue to refer to the [EEF's implementation guidance](#) as our strategy evolves.

### Additional Activity:

- We have utilised a [DfE grant to train a senior mental health lead](#). Our lead has now completed Level Two of the training. The training completed focussed on promoting mental health and wellbeing; developing understanding of our children's needs and to give them a voice. We are working hard to develop effective collaboration with parents. This has strong links to Anna Freud's 5 steps to mental health and wellbeing.
- School led tutoring grant used across both KS1 and KS2 with a focus on reading and maths.
- Continued focus on the PSHE curriculum and the importance of the children understanding the brain and strategies to support resilience.
- Focus on reading. This year we have introduced and rolled out our new Systematic, Synthetic Phonics Scheme: Little Wandle. KS2 children who are in danger of falling behind are receiving daily, Rapid Catch-Up interventions. We continue to hear our disadvantaged children read daily on a 1:1 basis and across the school we ensure that all children are 'read to' – promoting a love of reading.
- A focus on high attaining pupils – ensuring that our curriculum challenges and stretches pupils of all abilities.
- To ensure the school presents positive role models and images of achievements of all cultures, religions and ethnic groups, including a focus on Black Lives Matter agenda within all areas of the curriculum. We are in the process of attending training for The Great Representation Programme so that provision for all groups of children is strengthened and these children achieve well. Our parent groups PEER, continues to build from last year, giving parents a voice and confidence to work with the school as a unit. All staff will be trained in unconscious bias.
- Offering extra-curricular activities to our disadvantaged pupils; disadvantaged pupils are prioritised and are encouraged and supported to participate.
- CPOMS reporting system, allows all members of staff who are working with a particular child to be 'in the loop' and aware of current situations our incidents that have happened and actions for how to support them.

