

Pupil premium strategy statement: Yorke Mead Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Body
Pupil premium lead	Hannah Carter
Governor / Trustee lead	Simon Galloway and Denise Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,510

Part A: Pupil premium strategy plan

Statement of intent

As stated by the EEF, Pupil Premium, among the day-to-day pressures and realities of school life remains the most powerful tool that schools have at their disposal to reduce the entrenched education inequality in England (EEF, Guide to Pupil Premium, 2024). At Yorke Mead Primary school, relationships are at the heart of our strategy. 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 might face, for individual growth in academic and personal skills.

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 our children to develop individual voices and opinions and know that they are listened to by trusting adults, who are trauma and attachment aware and are working hard to challenge unconscious bias. 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. We recognise the importance of our higher achieving children to continue to progress. Importantly, we work collaboratively to intervene early, preventing attainment gaps from growing and to promote educational outcomes for our disadvantaged children, preparing them for their next educational journey into secondary school and onwards.

Challenges

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

Challenge number	Detail of challenge																
1	<p>Disrupted Education: Attendance and punctuality</p> <p><i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.”</i> Marc Rowland, Unity Research School. 2021.</p> <p>We recognise that parental disengagement has an impact, alongside a poor attitude to education; conflicting values/priorities to the school’s; attendance (including lateness)</p> <table><tr><th>Total Number on Roll: 408 (excluding nursery)</th><th>School 2023-24</th><th>School 2024-25</th><th>Current Attendance</th></tr><tr><td>Whole School Attendance</td><td>95.4% (Nat 94.5%)</td><td>96.2% (Nat 94.8%)</td><td>97.3% (Exc EYFS)</td></tr><tr><td>Pupil Premium Attendance</td><td>91.8%</td><td>91.6%</td><td>91.2%</td></tr><tr><td>Current FSM Attendance</td><td>90.4% (Nat 88.9%)</td><td>93.2% (92.2%)</td><td>91.7%</td></tr></table>	Total Number on Roll: 408 (excluding nursery)	School 2023-24	School 2024-25	Current Attendance	Whole School Attendance	95.4% (Nat 94.5%)	96.2% (Nat 94.8%)	97.3% (Exc EYFS)	Pupil Premium Attendance	91.8%	91.6%	91.2%	Current FSM Attendance	90.4% (Nat 88.9%)	93.2% (92.2%)	91.7%
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	<p>Persistently absent (less than 90% attendance: PPG - 10 children. 5.1% of whole-school cohort. Non-PPG - 10 children</p>
2	<p>PP status coupled with other needs</p> <p>Compared to national and neighbouring schools, the percentage of children with additional needs at Yorke Mead is high. Some disadvantaged pupils have multiple challenges:</p> <p>EAL: 7 children. 5 languages spoken. Specific Learning Difficulty: 21 children; 8 EHCPs. SEMH: 8 children Child Protection: 2 children (1 family) Child in Need: 2 children (1 family) Children adopted from care – 5 children (4 families) Children looked after in care – 0% (although still supporting a transition to a new setting – autumn term 2025)</p>
3	<p>Vocabulary and communication</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> <p><i>Personal, Social and Emotion Development as well as Communication and Language are a core focus.</i></p>
4	<p>Gaps in Parenting Skills</p> <p>Lack of educative conversation at home Parent(s) not acting as educators Parent(s) not fostering learning behaviours</p>
5	<p>Lack of cultural capital</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 and every child through developing strong, working relationships with a core focus on building trusting relationships with our parents. Communication with all adults who work with each child is essential in making connections with learning. The number of children who do not visit theatres, book shops, the library or have swimming lessons is high (from pupil voice, approximately 14 children).</p> <p>In the summer term of 2025, 27 /49 children (55%) of children who are considered as disadvantaged attended a school-led club.</p> <p>There are a group of children in Y5/6 who choose not to participate in school-led clubs. For a small group of girls, this is personal choice mixed with SEND needs of wanting to go home rather than stay at school. For another family, with multiple siblings, this is due to the difficulty of coming back and forth to school.</p>
6	<p>Economic hardship</p> <p>Crowded home, not conducive to learning Lack of food, clothing, bedding – families living on the cusp/in poverty. One family member working or single parent families.</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>To build trust and engagement between school and parents of disadvantaged children, with a focus on those who are hard to reach.</p> <p>(SDP – being a responsible citizen, no child left behind)</p>	<ul style="list-style-type: none"> ➤ Parents will feel part of the school community (positive phone calls home) ➤ Parental engagement will increase – accepting phone calls, responding to emails, sharing information with the office / school secretary / communication with class teachers) ➤ Attendance of vulnerable children (SEN and PPG) improves to 95%. ➤ Staff will identify vulnerable children early on, particularly in pupil progress meetings. ➤ Children will have a voice via champion and neurodiverse groups. ➤ All vulnerable children will be acknowledged when they arrive to school with additional check ins. ➤ Adults will listen to vulnerable children read throughout the week and write in their reading diary – communicating positively with parents. ➤ Parental survey is completed by more parents. ➤ Use of a minibus will enable more children who are disadvantaged to attend fixtures and outings with PP lead.
<p>To ensure that children, who are considered as disadvantaged, make accelerated progress and maintain positive progress in Maths</p> <p>(SDP – Fundamentals for future success, no child left behind, hippo learning)</p>	<ul style="list-style-type: none"> ➤ Continued Professional Development – revisiting attachment aware and trauma informed; high expectations from teaching staff, support staff and the pastoral team so that all children are supported to fulfil their potential. ➤ All stakeholders, including governors, will be aware of unconscious bias of labelling children. ➤ CPD - Teachers will have a deep and fluent knowledge and flexible understanding of the content they are teaching in maths (whole-school development plan). ➤ Teachers will have knowledge of common strategies, misconceptions and sticking points in relation to the content in maths they are teaching. (EEF, Great Teaching Toolkit). ➤ Children will be regularly assessed – assessment drives response. ➤ Routines quickly established to support learning ➤ Children will make accelerated progress, closing the attainment gap in maths and bringing learning in-line with Reading and Writing. ➤ Children will speak positively about maths, feeling supported. Self-esteem and confidence around maths will rise (Pupil voice).
<p>To raise self-esteem, confidence, emotional and academic development for girls who are in receipt of Pupil Premium Funding.</p> <p>(SDP – No child left behind, Hippo Learning, Vocabulary for life, Fundamentals for future success)</p>	<ul style="list-style-type: none"> ➤ Interactions and relationships with all students will be promoted that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students.'

	<ul style="list-style-type: none"> ➤ All members of staff will promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care. (EEF, Great Teaching Toolkit) ➤ Girls engagement and contributions in lessons will increase (monitoring, pupil voice, teacher voice, 2026 data) ➤ All adults working around the child will have a deep understanding of individual needs, including next steps. ➤ Girls will talk positively about school and what they aspire to be / achieve. ➤ Girls will have a trusted adult ➤ Girls will be prioritised for experiences and opportunities. ➤ Girls who are in Y5/6 will partake in a school-led or outside club.
<p>To improve and widen the vocabulary of children who are in the EYFS and who represent different groups, across the school, who are considered to be disadvantaged.</p> <p>(SDP – vocabulary for life and learning)</p>	<ul style="list-style-type: none"> ➤ 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. ➤ Children will leave the EYFS having secured the ELG for Communication and Language ➤ WellComm Speech and Language Toolkit (EYFS) will continue to be rolled out. ➤ A love of reading will continue to be embedded through rich, high-quality texts. ➤ All pupils will make use of the school library enjoying this experience (library relaunched after a make-over Sept 2024; scanning system now in place) ➤ Pre-teach will strengthen children’s knowledge and understanding – increased engagement / contributions to learning. ➤ Children will benefit from high-quality, language rich interactions with staff throughout the learning environment. ➤ Children will be able to discuss their class books, expressing opinions on these (Pupil voice). ➤ Tier 2 words (vocabulary) is planned for and taught to ensure greater access to the curriculum. ➤ Magpied words / vocabular tiers will be visible in classrooms – children will be able to discuss these words. ➤ Children will improve their spelling ability as reflected in their writing and end of half-term spelling test scores. ➤ Children will have stronger vocabulary and attainment in foundation subjects will improve. ➤ Children who have English as an additional language will be supported to develop their understanding and use of language in school. ➤ Widget will be used as a method of developing vocabulary. ➤ Children will be given more opportunities to talk in the classroom: Conversations not word exposure that builds children’s language and literacy. (Learning walks)
<p>For disadvantaged pupils who do not have a SEN to reach age-related expectations or above in reading, writing and</p>	<ul style="list-style-type: none"> ➤ Teachers will be experts in their children. ➤ Knowledge will be shared with all adults working around a child. Next steps identified and ways to tackle these implemented (half-termly, Pupil Progress Meetings)

<p>maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.</p> <p>(SDP: No child left behind; Fundamentals for future success; Hippo learning)</p>	<ul style="list-style-type: none"> ➤ Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change. The Great Teaching Toolkit. ➤ All stakeholders, including governors, will be aware of unconscious bias of labelling children. ➤ Children will make accelerated progress (July 2026 data) ➤ Children are invited to homework club ➤ Children are the teacher focus and can talk about 'who helps them' (pupil voice) ➤ Parental engagement will increase (positive phone calls / number of parents completing the parent survey will increase) ➤ Parents of vulnerable children reminded of key workshops and meetings ➤ Timetables knowledge will be secure (Y4 xtable check) ➤ 100% of PPG children who do not have additional barrier to learning will score at least 32 in the PSC. ➤ 100% of PPG children who do not have additional barriers will be working at the expected standard for the Prime Areas and Maths by the end of their reception year.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,806.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD reminding all stake-holders of being attachment aware and trauma informed; metacognition</p> <p>PPG lead to deliver: X2 lite-bite sessions for support staff (targeting newly appointed staff) X 1 staff meeting for teachers</p>	<p>Teachers should demand high standards of work and behaviour from all students, being careful not to convey lower expectations for any subgroup, especially one where a common stereotype may be negative. Even when lower expectations may be indirectly conveyed with good intentions (e.g., praising students for poor work to encourage them; avoiding asking challenging questions to students who seem less confident or helping them sooner when they are stuck), it may still undermine their learning.</p> <p>The Great Teaching Toolkit.</p>	1, 2, 3, 4, 5, 6

<p>Highly skilled workforce 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 (including reading practice); to develop peer observations of Little Wandle; to promote CPD for all areas of the curriculum. Scaffolding up; ongoing formative assessment; hippo learning; removing labels</i></p> <p>Focus on spelling – statutory spellings for each year group on-top of fluency spelling practice.</p> <p>Maths CPD for all staff – autumn term and spring term (Hertfordshire maths advisers).</p>	<p>The greatest impact on disadvantaged pupils is what happens in the classroom on a daily basis. P.29 The best way to raise self esteem is in the classroom. P.20 Marc Rowland.</p> <p>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>EEF, Teaching and Learning Toolkit: Phonics impact +5months</p>	<p>1, 2, 3, 4, 6</p>
<p>PPG Lead – CPD.</p> <p>Research led</p> <p>Conference - DfE live event (Pupil premium expert panel) autumn term 2025</p> <p>Feedback to staff and Governors (minutes on every meeting)</p>	<p>Strategy is driven by assessment and not assumptions about pupils. Marc Rowland</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>1, 2, 3, 4, 5, 6</p>
<p>Pastoral Team (x 2)</p> <p>1 x Dedicated PLAC lead</p> <p>1 x pastoral lead who is timetabled to check in on all vulnerable children, especially those with multiple challenges to learning.</p>	<p>EEF:</p> <p>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 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: +4months)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Pupil Progress Meetings (after school: whole team who work with the child) every 4 weeks. Extra hours for TAs (+1hour each)</p>	<p>EEF</p> <p>Feedback: Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.</p> <p>4 padlocks (impact +6months)</p>	<p>1, 2, 3, 4, 5, 6</p>

	Teaching and learning remain the best lever for addressing disadvantage. Marc Rowland 2021	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,336.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours given to TAs to support children with significant attachment and trauma (no EHCP).</p> <p>SEMH 1:1 interventions:</p> <p>My World and Me</p> <p>Drawing and Talking</p> <p>Daily check-ins and time away from whole-class</p> <p>Movement breaks / sensory circuits / crunchy snacks</p>	<p>The gap in attainment between disadvantaged pupils and their classmates remains stubbornly wide EEF 2023</p> <p>The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>EEF impact +3months</p>	1, 2, 3, 4,
<p>Maths intervention for small groups of children / peeling away 1:1 or small groups of children during whole class teaching.</p> <p>UCAN maths intervention</p> <p>Use of maths mastery for children who find Essentials Maths strategies difficult.</p> <p>Use of Essentials fluency programme to revisit and embed prior learning – fundamentals.</p>	<p>The EEF's Teaching and Learning Toolkit shows that small group tuition can be effective for improving pupils' attainment, particularly when targeted to their specific needs.</p> <p>EEF – Mastery learning impact +5months</p>	1, 2, 4, 5
<p>WellComm Programme</p> <p>Training / revisiting training appropriate members of staff.</p> <p>Implementing the program (time during the school day; prepping resources)</p>	<p><i>The language gap is the attainment gap Marc Rowland.</i></p> <p>WellComm screens children for speech and language ability, often identifying problems before they become more serious, and provides activities to address them.</p> <p>Poor oral language is a significant anchor on future attainment. Marc Rowland</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>	1, 2, 3, 4, 5, 6

	<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. EEF 3 padlocks</p> <p>(impact +6 months)</p>	
<p>Daily, Keep-Up and Rapid Catch-Up interventions, reading fluency and comprehension sessions.</p> <p>1:1 phonics interventions x3 children</p> <p>EYFS and Y1 Keep-Up group x1 a day (2 per year group = 4 sessions a day - TA and CT led)</p> <p>Y2 and KS2 Rapid Catch-Up groups</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. EEF Phonics impact +5months.</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. 5 padlocks (Impact +5months)</p>	1, 2, 3, 4, 6
<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). 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>	1, 2, 4, 6
<p>Targeted, small group Reading Fluency Intervention (Key Stage 2)</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>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</p>	1, 2, 3, 4, 6

	continue to need support with foundational reading capabilities such as decoding. EEF-KS2-lit-2nd-Recommendations-poster.pdf	
	4 padlocks (impact +6 months)	

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

Budgeted cost: £5,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Champion Groups. PPG lead ‘champions’ each child: giving them a voice and every opportunity to succeed. Information is triangulated between SLT, Pastoral and teaching team.</p> <p>Ensuring that every child is participating in an extra-curricular club</p> <p>Meet weekly with children in small groups and/or 1:1.</p> <p>Communicating with parents – email, phone calls, face-to-face meetings.</p>	<p>Strategy and activity must sharply focus on identified pupil need, not labels or accountability measures.</p> <p>EEF:</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. 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>3 padlocks (+2months)</p>	1, 2, 3, 4, 5, 6
<p>Free tennis lessons – targeting children who are vulnerable</p> <p>X 3 children</p>		5, 6
<p>Dood Lessons (learning to play an instrument)</p> <p>Hertfordshire music service - (x 8 children)</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>	5, 6

Supporting one year 6 child with funding for PGL in the summer term.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF – Outdoor adventure learning	2, 3, 5, 6
Tailor school communications to encourage positive dialogue about learning and to build trusting relationships – phone calls, positive phone-calls from class teachers and SLT, individualised emails for prompts / reminders of key events. PPG lead School secretary Teachers Pastoral team	EEF - Engaging parents (impact +4 months) 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 the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 4, 6
Pastoral team daily check-ins with children who have multiple challenges to learning, including SEMH (going for a walk, discussing and modelling strategies for self regulation etc)	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 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. 4 padlocks (impact 7+months)	1, 2, 4, 5, 6
Parent survey – listen to parent voice about how to work together in partnership with families	EEF: 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 EEF 4 padlocks (impact +4months)	1, 2, 3, 4, 5, 6
Family Support Worker to support with SEMH etc	EEF Parental Engagement Summary of recommendations.pdf	1, 2, 4, 6

<p>Poverty Proofing: 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>Photocopying £11.40</p> <p>Per print cost – 30 print copies (2 children in each class) black and white print cost.</p>	<p>EEF: 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 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>	<p>6</p>
<p>Trip to London – gallery, theatre or museum. PPG lead to plan and lead.</p> <p>Focus quiet girls (6-10 children from Y2-Y6)</p>	<p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</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 +3months)</p>	
<p>Round-a-bout mini bus (Registered Charity (No 1088113) and company (No 4257815). PPG lead to research and organise for PE lead to become main driver, allowing more PPG children to attend sporting events off site.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p> <p>EEF, Teaching and Learning Toolkit Impact +2months.</p>	<p>1, 5, 6</p>

Total budgeted cost: £59,039.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Number of children in receipt of PP funding	57 children		12%
Number entitled to FSM	41 children		8%
Attendance	PPG	NON-PPG	Whole School
	93.3%	96%	96%
Children below 90%	26.5% =	5.6%	8%
	13/49 children (Y1-Y6)	20/357 children (non-PPG cohort)	33 children

Whilst the gap remains between the attendance of PPG children to non PPG it has closed further by almost 2% and the number of children with an attendance level below 90% has reduced.

Progress data – different groups of children

Progress % making positive +	Reading			Writing			Maths		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
PPG	84.6%	84.6%	82.6%	80.8%	80.6%	82.6%	76.9%	76.9%	78.6%
Non-PPG	85.7%	85.2%	86.2%	75%	74.5%	77.7%	87.2%	87.2%	86.2%
PPG SEN	90.9%	81.8%	81.8%	81.8%	72.7%	72.7%	90.9%	90.9%	91.9%
Non-PPG SEN	81.3%	80.6%	73.3%	59.4	54.8%	66.7%	84.4%	80.6%	77.8%
PPG Non-SEN	80%	86.7%	86.7%	80%	86.7%	86.7%	66.7%	66.7%	66.7%

Non-PPG, non-SEN	86.6%	86.1%	73.3%	79.3%	78.2%	66.7%	87.8%	88.5%	77.8%
PPG girls	85.7%	92.9%	84.6%	85.7%	92.9%	100%	71.4%	71.4%	76.9%
Non-PPG girls	88.6%	87.3%	91.4%	83.5	81%	85.7%	82.3%	83.5%	81%
PPG boys	83.3%	75% (1 boy difference)	80%	75%	66.7%	60%	83.3%	83.3%	80%
Non-PPG boys	83.8%	82.3%	82.4%	70.9%	69%	71.8%	90.6%	87%	90.1%

2024 / 2025 % of PPG achieving ARE +												
	Reading			Writing			Maths			RWM		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
PPG	41% (16)	45% (19)	43.8% (14)	25% (10)	33% (14)	37.5% (12)	35% (14)	38% (16)	40.6% (12)	20% (8)	28% (12)	31% (10)
Non PPG	74%	73%	74.6%	63%	63%	67%	72%	73%	76.2%	57% (180)	59% (188)	62% (162)
Gap	33%	28%	30.8%	38%	30%	29.5%	37%	35%	35.6%	37%	31%	31%

Year 6

PPG Y6 SATS RESULTS	SPAG	READING	WRITING	MATHS
EXS	75%	75%	37%	50%
GDS	12.5%	0%	0%	0%
RWM EXS: 12.5% GDS: 0%				

Whole Cohort Y6 SATS RESULTS	SPAG	READING	WRITING	MATHS
EXS	93%	90%	82%	79%
GDS	28%	44%	13%	34%
RWM EXS: 72% GDS: 34%				

Of the 8 Year 6 pupils eligible for pupil premium 75% attained the EXS in reading compared to 50% in maths; this reflects the previous findings around progress in maths.

Year 4 Multiplication Check

The check is scored out of 25.

Whole cohort Average score (Y4)	PPG Average score children	Non-PPG Average score children	National Average
22	21.2	22	21.1

3 children did not take the check as they were working below the standard.

The 5 children who did take the check, their average score was above the national average.

Phonics

Phonics Screening Check Scores	Number of children who passed		
	2023	2024	2025
PPG pass rate	55% 6/11	80% 4/5	66% 2/3
Non PPG pass rate	93% 43/46	90% 40/44	89% 50/56
Whole Cohort	86% 49/57	90% 44/49	86% 52/60
PPG SEN average score	27.25	20 (1 child)	19 (1 child)
PPG non-SEN average score		34.5	37 (2 children)
PPG average Score		33.6 (5 children)	31 (3 children)
Non PPG average Score	31.5	33.6	35.6 (56 children)

Our 2024-2025 year one cohort had a wide range of abilities and SEND needs ranging from children who were non-verbal to children who were working significantly above the curriculum standard.

Staff worked tirelessly to ensure that daily interventions (daily keep-up groups) were prioritised above all else. This benefitted not only children who are considered disadvantaged but all children with gaps in their learning. Children were targeted as individuals, only being grouped for interventions with children who had similar gaps in their learning. This level of intervention naturally took away from supporting other curriculum needs but was impactful. One child who is eligible for PP funding has made accelerated progress, entering Y1 working towards the curriculum standard for reading and left having passed the PSC and being ARE for reading.

Little Wandle

	% on track					
	Autumn		Spring		Summer	
	Reception	Y1	Reception	Y1	Reception	Y1
PPG	0% (0/4)	33% (1/3)	60% 3/5	33% (1/3)	40% 2/5	33% 1/3
Non PPG	57% 24/42	75% 41/55	75% 31/41	80% 44/55	68% 28/41	80% 46/57
Gap	57%	42%	15%	47%	28%	47%
Whole Co-hort	52%	72%	87%	78%	65%	77%

This Little Wandle data shows assessments taken at the end of each term - the children are assessed every 6 weeks and this data is used to inform teaching and reading practice groups and areas of focus. Children are assessed on GPCs, word reading, tricky word reading and sentence level reading.

The data for Reception isn't as strong as in previous years. Data analysis shows that tricky words were a weaker area and will be a focus going into Y1.

<p align="center">No child left behind, Our aims over the next three years: Rag rating: Emerging, Improving, mature</p>	
<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>22 of our children who qualify for pupil premium funding have multiple barriers to learning (SEN). 10 of these children have an EHCP.</p> <p>Children in this group are making better progress – in all three core subject areas - than their non-PPG SEN peers. The PPG lead works closely with the SENCO to ensure that information is shared and next steps are identified and actioned. Communication has been successful, through phone calls to parents, emails to teachers and half termly pupil progress meetings, where suggestions and key next steps are recorded and monitored. The wider school team are tenacious in their approach ensuring that all children have trusted adults and are checked-in with daily. However, the gap remains and this group of children will continue to have a key focus within our school development plan.</p> <p>(See the table above for data)</p>	
<p>To build trust and engagement between school and parents of disadvantaged children, with focus on those who are hard to reach.</p> <p>Relationships are at the core of all we do at Yorke Mead. Face-to-face discussions and phone calls are our preferred method of communication so that familiarity is developed for our parents of children who are considered to be disadvantaged. Positive conversations, as part of our school development plan, have been impactful in terms of parents answering our phone calls and responding to our messages of support.</p> <p>It is true that some families are harder to reach than others. We offer vouchers and 'nearly new' uniform to build trust and offer initiatives such as free music lessons, tennis lessons and priority to school-run clubs (2/3 of children attending a school-led club). For some families, we have noticed patterns of behaviour – children and parents – where we have gently offered support and in some cases needed to be referred to our Family Support Worker or even to social services, with consent from the family.</p> <p>During the academic year of 2024-2025, four of our families who qualify for pupil premium funding had a social worker, with three of these families at the highest level of support.</p> <p>We endeavour to continue to prioritise our families: build trusting, open relationships with the goal of supporting our most disadvantaged children to fulfil their potential.</p>	
<p>To raise self-esteem, confidence, emotional and academic development for girls who are in receipt of Pupil Premium Funding.</p> <p>We have 22 girls who are eligible for PP funding. We recognise that many of our girls are quiet with low-self-esteem and also have multiple barriers to learning such as SEN and EAL. The PPG lead has gently supported this group weekly, asking questions and offering support. In the autumn term of 2024, ten girls were invited to Woodoak's</p>	

Farm in Maple Cross, Hertfordshire to support mindfulness, self-esteem and team building, completing activities including: a woodland walk, compost club and bird-box making.

Pupil voice (2025) has shown that some of our girls, through choice, don't want to partake in any school-led club, stating that they would rather go home. When asked what would make clubs more appealing, girls listed clubs such as 'gymnastics, cheerleading and scooting.'

Despite this, our girls have made better progress in writing than their non-PPG peers and have made better progress in reading than boys who qualify for PP funding. The attainment gap between disadvantaged girls and their non-counterparts has reduced throughout the year (see below). However, Maths is now proving a weaker subject area with only 44% of our girls achieving the expected standard. This is will be a focus not only on our PPG statement but our whole-school development plan.

There have been some positives from our focus on this group of children. During pupil voice, when asked, 'How supported do you feel in school?' one of our girls from year three answered, "10/10 - ten because I feel safe here and I don't want to leave. I feel like this is my home."

We lost a child from Y4 who was working at GDS, this has impacted data.

Boys – during the academic year of 2024-2025, we gained two children in Y2. Both of these children have made expected progress but need to make accelerated progress in order to close gaps.

2024/2025 PPG GIRLS - Percentage achieving ARE												
	Reading			Writing			Maths			RWM		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
PPG Girls	41% (7)	45.5% (8)	55% (9)	27% (4)	36.4 (6)	50% (9)	27.6%(3)	31.8% (7)	44.4% (8)	18% (4)	27% (6)	39% (7)
Non PPG Girls	78% (63)	76.8% (62)	79% (65)	67% (66)	66.2% (67)	74% (77)	68% (64)	69.7% (70)	72% (73)	59% (83)	61% (87)	66% (94)
Gap	37%	31%		40%	30%		40%	38%		41%	34%	26%

To ensure that children, who are considered as disadvantaged, make accelerated progress and maintain positive progress in Reading and Writing - with a particular focus on Maths - closing the gap between them and their non-PPG peers.

Children who are considered as disadvantaged have made better progress in writing than their non-PP peers. 37% of our disadvantaged children are working at the expected standard in all three subject areas.

Over the academic year of 2024-2025, the number of children working at the expected level in reading, writing and maths has slightly increased. The data (above) isn't 100% accurate due to Y6 not being represented in the in-house summer assessment.

There has been some movement this year. We lost one child, who was securely working at the curriculum standard and left mid-way through the year (relocated) but gained two children in the second half of the year.

All adults in the team who work with each child are responsible for the wellbeing and progress of disadvantaged children. Our half-termly pupil progress meetings continue to be powerful in discussing individuals: what is going well, what could be better and how we are going to address this.

The PPG lead focused on reading in the autumn term, hearing individual children read. Children who are considered as disadvantaged our being prioritised for daily reading. However, many children are not bringing their reading records or reading books into school each day. This was communicated with all staff and recommendations were given to keep a second diary and book in school, which are not sent home. As a result of diaries not

consistently communicating when children have been heard read in school, stamps were ordered to clearly record when reading was happening. Older children who were still working on the scheme, had a second book (library) reading for pleasure. It was suggested that these children (Y5/6) made a move away from the scheme and offered a selection of free-reader books which would promote a love of reading whilst raising their self esteem and confidence.

During the spring term, the PPG lead spent time supporting children in lessons. Children considered as disadvantaged were clearly a teacher focus with many children in this group supported in a small group or 1:1. Learning was scaffolded and for some individuals, personalised, so that all children could succeed.

A staff meeting which focussed on retrieval, spaced practice, interleaving and social learning as well as gamification was held during the spring term. This was a powerful platform for teachers to share their experiences; rich discussion was had.

The PPG lead has led two staff meetings (autumn term and summer term) based on the SDP and our focus on 'no child left behind' (see [here](#)) and Pupil Premium fundamentals and provision (see [here](#)).

Our support staff and members of the pastoral team are key in building strong, trusted relationships with each and every child. They were invited to a lite-bites training session based on the importance of transition, not just at end points but throughout a child's school journey (see [here](#)).

For a more comprehensive list of how Yorke Mead has spent our pupil premium funding, see the below.

Changes to the HfL Essentials maths scheme have been communicated effectively to all teaching staff. Retrieval practice is evident in lesson slides and in some books. Despite children who are eligible for pupil premium funding who also have a SEN making better progress than their non-ppg peers, children who are considered as disadvantaged are not catching up with their non-ppg peers. This will remain a key focus next year, with teachers marking the work of children who are considered as disadvantaged first to ensure that any misconceptions or gaps can be addressed immediately (immediate interventions).

To improve and widen the vocabulary of children in the EYFS and across the school who are in receipt of Pupil Premium

Four children in reception are eligible for pupil premium funding. One of these children have met goal (25%) for Communication and Language. This area of development remains a key focus. All children, regardless of background, who are not reaching the expected standard for CL are targeted in multiple intervention groups such as: WellComm, Language Explorers and Early Language Learners.

During the academic year of 2024-2025, reception teachers have successfully introduced 'Drawing Club' by Greg Bottrill which forms the basis of their English lessons. This teaching stems from children being creative with drawings and language. Nursery are going to introduce a similar version to their children.

75% of our reception children who qualify for PP funding have speech and language needs. Two of these children have suffered disruption to their learning due to an unsettled home-life. One child, throughout the year, has received consistent, daily 1:1 phonics and reading practice sessions no matter what time they arrive to school.

NURSERY 8 children

Percentage of children on-track for meeting goal

	CL	PSED	PD	R	W	M	UW	EAD
	50% (4/8)	37.5% (3/8)	50% (4/8)	50% (4/8)	25% (2/8)	50% (4/8)	50% (4/8)	50% (4/8)

RECEPTION 4 children								
% of children on-track to meet the expected standard (goal)								
	CL	PSED	PD	R	W	M	UW	EAD
	25% (1/4)	50% (2/4)	50% (2/4)	50% (2/4)	25% (1/4)	25% (1/4)	25% (1/4)	100%

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

Children who qualify for PP funding who do not have a special educational need, have made better progress in their reading and writing than their non-ppg equivalent. Maths is a subject area that will have a key focus at YM over the next three years as this is showing as a weaker subject area.

Children who are eligible for Pupil Premium funding who do not have additional needs are out-performing their non-PPG counterparts. The in-school data below, does not contain results from Y6. Yorke Mead would like to see more children working at a greater depth level for all three core subjects. Currently, only one child is working at a higher standard in Reading and Maths.

Children in Y1 who are considered as disadvantaged, who do not have an additional need, passed the phonics screening check.

Children in Y4 who are considered as disadvantaged, who do not have an additional need had an average score of 22.6 which is slightly above the national average.

2024 / 2025 % of PPG in Y1-Y5 who do not have a SEN achieving ARE + (Y6 not included)												
	Reading			Writing			Maths			RWM		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
PPG NON-SEN	56.3% (8)	55.6% (9)	55.6% (9)	43.8% (6)	55.6% (9)	55.6% (10)	43.8% (7)	44.4% (8)	44.4% (7)			44% (8)
Non PPG NON-SEN	32% 15	31% 15	44% 23	19% 9	20.7% 12	32.8% 18	32.8% 16	34.5% 17	37.9% 16			24% (14)
Gap			+11.6%			+22.8%			+6.5%			+20%

How effectively is the school spending its money?

AUTUMN TERM 2024

- 2/3 of PPG children attended a school club.
- 7 PPG children performed in the YM Music Concert in December 2024. Three of those children played the DooD.
- 12 PPG girls chosen to attend a day at Woodoaks Farm in Maple Cross. PPG lead made contact for a free trip; school paid for a minibus.
- Family Support Worker: Friday 17th November. Sent to whole school community. Also sent an informal email to particular families who we believe would benefit. No uptake. We feel this is a sensitive subject.
- Christmas Hampers offered to 12 families – all accepted.
- Champion groups has continued. PPG lead heard individual readers, focussing on reading levels of choice of text. Any information was triangulated with class teachers and TAs. Reading stamps ordered and now being used to show clearly in reading records when a child is heard read in school.
- PPG and SEND leads continue to work together e.g. tracking children for clubs and interventions.

- Family support worker – SEND lead has organised for Ella to come into school on the first Friday of every month. We discuss together, which families to target for support. Next step is to take a register to keep track of who attended. Fri 6th Dec was well attended:

Friday 4th October- Meeting Ella, general sharing of information.

Friday 8th November-Emotional school-based avoidance.

Friday 6th Dec- Managing Christmas- finance/ behaviour etc

Friday 10th Jan-Screen time

- PPG lead called families of PPG+ children to check-in just before the Christmas break. Positive conversations with three families. Messages were left on answer phone for two families.

SPRING TERM:

- Exploring an Easter club for child who won't be in the area
- Pupil voice underway – to support how the targets from the statement are progressing
- PLAC SEF completed and sent to the Virtual School
- Champion groups continue weekly when possible. When appropriate, information is triangulated to teachers and support staff to have an impact.
- Phone-calls to parents regarding punctuality
- 69% of PPG children are in a school-based club (2/3)
- 7 children are having DooD lessons every Thursday
- 3 children are receiving free tennis lessons (this has been reduced by the club from 5)

SUMMER TERM:

- 7 children are having DooD lessons and performed in the end of year musical concert to parents.
- 1 child was taken (by the PPG lead) to their secondary school for an additional transition session – walk around the school and to meet key members of staff.
- PPG lead has shared our desire to donate nearly-new uniform to disadvantaged families. This proved successful during the summer term, with two families benefitted with multiple items of clothing.
- Uniform vouchers issued to 10 families
- 3 children continue to receive free tennis lessons every Monday.
- PPG lead conducted a pupil voice with our most disadvantaged children which has fed into our statement targets for the next academic year.
- A member of the pastoral team has dedicated her time each and every morning to a family who are often late and not had breakfast. We now provide this as part of their morning routine in school.
- Support staff across the school have learnt which children they need to check-in with daily to offer breakfast (two / three families).
- PPG lead purchased a number of clothes in readiness for a child who was attending the Y6 journey – these were not needed in the end and so were returned.
- Champion Groups every week when possible, sometimes this was every other week.

How does the school support effective teaching and learning?

- Half termly Pupil Progress Meetings with the teaching team (teachers and support staff)
- PPG lead continues with weekly check-ins and meetings with children – this information is triangulated when necessary (Champion Groups).
- Reading stamps ordered to make it clear – easier to track – how often PPG and lowest 20% of children are heard read in school.
- Little Wandle lead is based in EYFS. Regular learning walks and feedback given to KS1 team.
- Disadvantaged children supported with daily reading with an adult.
- Feedback and marking are strong – children know how well they are doing.
- Learning walks held across the curriculum and information fed back.
- There is a strong 'hidden curriculum' focused on developing the children as learners. This is characterised by a shared language and understanding across the school. Children have a voice and develop as people who can both express themselves well and also listen to the views of others.

- The curriculum is responsive to children's needs and, whilst the core learning remains, the themes and stimulus can adapt to the needs of the class or times. Themes are embedded across the school allowing PSHE to develop effectively for all
- Teachers and Support Staff are identified for CPDL. We consider the individual need alongside evidence from staff voice, learning walks, book looks, pupil voice, internal assessment data (including wider curriculum) and how this supports the School Development Plan.
- Curriculum working groups (Discover, Explore, Create and Flourish) to share practice and plan ahead.
- Working with local schools for CPD including moderating core subjects (English - writing).
- PPG champion delivers training to all staff (teaching and support staff separately) making many links to our Attachment trained and Trauma Aware training from The Virtual School.
- Pastoral Lead for PPG visits children daily.
- A number of PPG children are receiving Zones of Regulation as an intervention to support social, emotional and mental health.
- Pupil voice to gain an understanding of aspirations - recent focus on personal development and use of Little People Big Dreams.
- Drawing club to raise language development (reception teachers attended training). This has been rolled out to Nursery.
- Appraisals include targets linked to children who are considered as disadvantaged.
- PPG lead watched a webinar delivered by Marc Rowland (March 2025) – a government advisor and recognised national expert on the Pupil Premium. This was then fed-back to teaching staff in the summer term – June 2025.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We endeavour for our service children to feel welcomed and that they belong at Yorke Mead. We work hard to get to know our families and to support our children to

participate in activities which promote relationships with other children and adults. This year, we have funded music lessons, as part of a small group, 1:1 and targeted group work to support attainment as well as weekly check-ins with the PPG lead – Champion Groups where the children are given a voice and feel heard.

The impact of that spending on service pupil premium eligible pupils

Although working significantly below the curriculum expectations, one child has been able to move away from 1:1 support having developed independence and confidence to 'have a go' (receiving a highly differentiated curriculum).

Two children are key teacher focus for them to make accelerated progress to bring them in-line with curriculum expectations for their year group (one step away from ARE).

Further information (optional)

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