

Pupil premium strategy statement, 2024-2027

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Yorke Mead Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	12% (50 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	March and July 2025
Statement authorised by	
Pupil premium lead	Hannah Carter
Governor / Trustee lead	Christine Zolnerciks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	28 pupils (7%)
Recovery premium funding allocation this academic year	£145 per pupil Approx: £4,000 – £4,500 <i>Indicative</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,440

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

Challenges

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

Challenge number	Detail of challenge
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1	<p>PPG 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. <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> <p><i>15 of our disadvantaged children, 38% have specific learning needs. Similarly, 15 of our children, 38%, have social, emotional and mental health needs (some of these children also have a SEN) which means they struggle to manage their emotions in an age-appropriate way, impacting their access to the curriculum. 6 of our disadvantaged children are adopted from care, 15%.</i></p>																																			
2	<p>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.” Marc Rowland, Unity Research School. 2021.</i></p> <p><i>We recognise that parental disengagement has an impact, alongside a poor attitude to education; conflicting values/priorities to the school’s; attendance (including lateness)</i></p> <p>Our attendance data for children who are in receipt of Pupil Premium Funding during the academic year 2023-2024 was 93.1%. This is 3.4% lower than their Non-Pupil Premium funded peers. The gap remains with 12 children in receipt of Pupil Premium Funding being persistently absent.</p>																																			
3	<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.</p>																																			
4	<p>Closing the gap: 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 working at a greater depth level. Sustaining positive progress: catching up and keeping up remains a key focus.</p> <p>(Internal data)</p> <table border="1" data-bbox="336 1610 1406 1832"> <thead> <tr> <th rowspan="2">% ARE+</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">RWM</th> </tr> <tr> <th>2023</th> <th>2024</th> <th>2023</th> <th>2024</th> <th>2023</th> <th>2024</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>42%</td> <td>41%</td> <td>30%</td> <td>28%</td> <td>43%</td> <td>37%</td> <td>31%</td> <td>26%</td> </tr> <tr> <td>Non PPG</td> <td>73%</td> <td>77%</td> <td>62%</td> <td>71%</td> <td>72%</td> <td>78%</td> <td>62%</td> <td>66%</td> </tr> </tbody> </table>	% ARE+	Reading		Writing		Maths		RWM		2023	2024	2023	2024	2023	2024	2023	2024	PPG	42%	41%	30%	28%	43%	37%	31%	26%	Non PPG	73%	77%	62%	71%	72%	78%	62%	66%
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5	<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>																																			

	<i>Personal, Social and Emotion Development as well as Communication and Language are a core focus.</i>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>For children who are in receipt of Pupil Premium Funding, who have multiple challenges to learning, to make and main positive progress.</p>	<ul style="list-style-type: none"> - All members of staff who work around the child will have a strong understanding of individual needs and next steps. - Reasonable adjustments will made to ensure all children can access the learning – all will succeed (pupil voice, book looks) - Children will make progress, close gaps and keep up in their learning (July 2025 data). - Pupils will talk confidently about their learning. - Disadvantaged children will develop a love of reading (Pupil Voice / Champion Groups) - All disadvantaged children will make at least three steps of progress across the year with children who are disadvantaged, with no SEN, to make accelerated progress. - Children will feel heard and valued (champion groups / pupil voice) - Information from pupil progress meetings, SENDCO, PPG lead will be triangulated – children will feel safe, secure, happy and able to learn. (Pupil voice, champion groups, July 2025 data) - Children will have a trusted adult - Children who have SEMH will develop coping strategies and will have relevant support from outside agencies where appropriate. - Children will know more and remember more, revisiting prior learning with lots of spaced practice and interleaving (Rosenshine’s key principles). (planning, assessments, pupil voice) - Children will contribute to whole-class learning (pre-teach, monitoring, pupil voice)
<p>To build trust and engagement between school and parents of disadvantaged children with a focus on those who are hard to reach.</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.

	<ul style="list-style-type: none"> - 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.
<p>To raise self-esteem, confidence, emotional and academic development for girls who are in receipt of Pupil Premium Funding.</p>	<ul style="list-style-type: none"> - Girls engagement and contributions in lessons will increase (monitoring, pupil voice, teacher voice, 2025 data) - All adults working around the child will have a deep understanding on individual needs a 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.
<p>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 <u>Maths</u> - closing the gap between them and their non-PPG peers.</p>	<ul style="list-style-type: none"> - All pupils will be able to talk about the hippocampus and understand the purpose of Hippo Learning (understanding the functions of the brain – when we are ready to learn) - Staff will have a range of strategies to both assess and improve prior learning, improving the pupils’ learning. - Routines established to support learning - Monthly pupil progress meetings will identify and meet the needs of individuals with a personalised approach. - Children will be quickly identified for immediate interventions, keep-up groups and interventions. - Children prioritised for Book Teaser books (to take as their reading book) - Children prioritised for daily reading. - Children will have a trusted adult - Children will talk positively about their learning - PP champion will give the children a voice - Percentage of disadvantaged children attaining greater depth in core and foundation subjects will increase. - Children will have access to the tools they need to succeed , independently selecting these during learning time. - Children will be supported by an adult during morning maths learning - No child is left behind: the attainment gap will close in Reading, Writing and Maths.
<p>To improve and widen the vocabulary of children in the EYFS and across the school who are in receipt of Pupil Premium</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.

	<ul style="list-style-type: none"> - 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) - 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.
<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 & 2 phonics check and Y4 multiplication check</p>	<ul style="list-style-type: none"> - Children will make accelerated progress (July 2025 data) - Whole team working around the child will have a deep understanding of the individual, their needs and their next steps. - 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.

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: £35,315.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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; to develop peer observations of Little Wandle; to promote CPD for all areas of the curriculum. Scaffolding up; ongoing formative assessment; removing labels</i></p>	<p>The greatest impact on disadvantaged pupils is what happens in the classroom on a daily basis. P.29 Marc Rowland.</p> <p>The best way to raise self esteem is in the classroom. P.20</p> <p>EEF: Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>EEF: Guidance report: effective reflective development</p>
<p>PPG Lead – CPD. Research led Conference and twilight sessions 2024-2025 Feedback to Governors (minutes on every meeting)</p>	<p><i>Fiercely Educate:</i> <i>We are disproportionately influenced by those that we spend time with – choices around setting, staffing, curriculum perpetuates disadvantage or removes it.</i> Dr Dan Nicholls, Cabot Learning Federation.</p> <p><i>Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of young people in our care, particularly for those from disadvantaged backgrounds.” (Peps McCrea, 2016)</i></p>	
<p>Pastoral Team (x 4) 1 x Dedicated PLAC lead 1 x pastoral lead who is timetabled to check in on all vulnerable children, especially those with multiple challenges to learning.</p>	<p>EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more</p>	<p>4 padlocks (impact: +4months)</p>

	frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
Pupil Progress Meetings (after school: whole team who work with the child) every 4 weeks. Extra hours for Tas (+1hour each)	EEF Feedback: Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.	4 padlocks (impact +6months)
TA training Trauma and attachment awareness update Lite-bites every Friday (20 minutes) Removing labels; formative assessment, feedback, understanding the many challenges to learning that some pupils in receipt of Pupil Premium face.	Guidance Report, Making Best Use of Teaching Assistants: TAs should not be used as an informal teaching resource for low attaining pupils. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.	

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

Budgeted cost: £ 3,279.49

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

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

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

Budgeted cost: £5,902.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<p>The most effected approaches to tackling disadvantage are not about the big interventions but the countless small interactions, discussions and individual moments that create a sense of belonging. P.34. Marc Rowlands</p> <p>EEF: Closing the disadvantaged gap: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>4 padlocks (impact 7+months)</p>
<p>Champion Groups. PPG lead champions each child: giving them a voice and every opportunity to succeed. Information is triangulated between SLT,</p>	<p>Strategy and activity must sharply focus on identified pupil need, not labels or accountability measures.</p> <p>EEF:</p>	<p>3 padlocks (+2months)</p>

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

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

	pupils' cognitive and social skills are both effective, on average.	
SEMH outdoor learning experience: Woodoaks Farm.	Arts participation may be delivered within the core curriculum, or <u>through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</u>	3 padlocks (impact +3months)

Total budgeted cost: £ 44,497.15

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 2023 to 2024 academic year.

1	For children who are in receipt of Pupil Premium Funding, who have multiple challenges to learning, to make and main positive progress.		
	Emerging	Improving	Mature

12 of our children are considered to be SEND. This equates to 23% of children who qualify for Pupil Premium Funding. This doesn't take into account the number of children who also have a mental health concern in addition to SEND. We believe that combined with our children who have SEMH needs, the total would be nearer to 43% of our cohort.

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

Children in Y3, who are working below the expected curriculum standard, have made good and, in some cases, excellent progress this year.

PPG SEN - Percentage achieving ARE								
	Reading		Writing		Maths		RWM	
	2023	2024	2023	2024	2023	2024	2023	2024
PPG SEN	18%	22%	14%	13%	23%	26%	9%	13%
PPG NON-SEN	35%	61%	20%	44%	32%	48%	15%	39%
Gap	15%	39%	6%	31%	9%	22%	6%	26%

Both groups (PPG SEN and PPG non-SEN) have made good progress, meaning that the gap has remained between PPG SEN and PPG who don't have additional needs. The additional support and reasonable adjustments that we have in place for these children along with continued high expectations is having an impact.

The following interventions are in place to support children with SEN and/or SEMH:

- Drawing and talking
- Zones of regulation
- Emotion work
- Quiet time
- Play therapy
- Me in my world programme

- Meercat Club (chatting)
- Champion Groups

Phonics Check:

Phonics Screening Check Scores	Number of children who passed	
	2023	2024
PPG	55% 6/11	80% 4/5
Non PPG	93% 43/46	90% 40/44
PPG SEN average score	27.25	20 (1 child)
PPG non-SEN average score		34.5
Non PPG average Score	31.5	33.6
Whole Cohort	86% 49/57	90% 44/49

We were really pleased that our scores from the Phonic Screening Check reflected how hard the children have been working this year. There were two children (one of whom is in receipt of PP) who didn't meet the required standard who should have done – they are readers who didn't perform to their best on the day. From day-to-day teaching and half-termly assessments, we continue to ensure that children who are not on track are part of daily Keep-Up groups. **PPG children who do not have SEN are performing higher than their non-PPG peers.**

Multiplication Check:

Average score									
Whole cohort		PPG		Non-PPG		PPG SEN		PPG Non-SEN	
2023	2024	2023 6 children	2024	2023	2024	2023	2024	2023 1 child	2024
23.1	21.3	18 (scores for 2x children unknown)	14.14	23.26	20.5		15.4	22	13.5 (one child is EAL)

This year’s cohort of Y4 children have multiple barriers to their learning (SEMH, SEN and EAL). They have received daily interventions to meet their individual needs such as pastoral check-ins, My World and Me, an adapted curriculum to close gaps (1 child), targeted for individual reading and invitations to attend homework club. This cohort of children will continue to be a key focus throughout their time at YM. Professional Development for all staff with a focus on maths will be implemented throughout the academic year 2024/2025. → did we introduce TTRockstars from Y2 during this year?

EYFS:

	Number of children who achieved the expected standard											
	PPG		Non PPG		PPG SEN		PPG non SEN		PPG who met a GLD		Non-PPG who met a GLD	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
CL	100%	50%		88%	N/A	0	100%	100%	2/4 50%	1/4 25%		36/49 73%
PSED	100%	75%		82%	N/A	50%	100%	100%				
PD	100%	50%		88%	N/A	0	100%	100%				
Lit	75%	25%		82%	N/A	0	75%	50%				
Maths	75%	50%		90%	N/A	0	75%	100%				
UW	100%	50%		90%	N/A	0	100%	100%				
EAD	100%	75%		96%	N/A	50%	100%	100%				

Four of our children from our Reception cohort are currently in receipt of Pupil Premium Funding. Two of these children have SEN. One child is waiting for a space at a specialist school. Literacy (word reading and writing) remain a key focus. This is wear the gap between PPG and their non-PPG peers is greatest.

2	To build trust and engagement between school and parents of disadvantaged children		
	Emerging	Improving	Mature

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

- 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.
- PPG lead made contact with Alice Tompkins – Three Rivers’ Healthy Hub. We are now on the mailing list. A Letter explaining how Healthy Hub works and dates / times of workshops / support shared with parents for January.
- School office manager and PPG lead have encouraged and supported some our families to encourage them to apply for PPG funding. An additional four families are now eligible.
- Food bank vouchers handed out to our most vulnerable families

January 2024, ‘Engaging Parents at Yorke Mead’. This document lists all that we do to build and strengthen relationships with our parents. This is based on: communication, wellbeing and finance. [Developing relationships PAR-ENTS.docx](#)

- 2 girls have now completed a 12 week Magical Maths after school club, funded by the school

- Consultation meetings were held for PPG children who also have SEND
- PPG children who play the DooD performed in the end of year Music Concert (parents invited)
- Food Box Project were contacted to refer one family.
- Uniform vouchers issued to 6 families (£75).
- School secretary receiving daily phone calls from one particular family. Supporting and offering advice (above and beyond).

Attendance:

Attendance	PPG	NON-PPG	Whole School
	92%	96%	95%
Children below 90%	12.9% 15 children	13.5% 31 children	11% 48 children

Less pupil premium children have absences below 90% than their non-PPG peers

The school secretary is working hard to make phone calls every morning, recording responses on CPOMs and spotting patterns. Trusting relationships have developed between home and school.

3

To ensure every opportunity is given to children who are in receipt of Pupil Premium Funding: cultural capital and raising their aspirations.

Emerging

Improving

Mature

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

Champion Groups

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

Trip to Hudnall Park

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

Opportunity to learn to play an instrument.

9 children who are in receipt of pupil premium funding continue to have weekly music lessons for how to play the DooD. Four of these children took the opportunity to play at the Christmas Music concert and again, in the summer

term. They have made great progress. One child who wasn't enjoying the lessons was supported to attend by the school secretary. The child then began to progress and is now showing an interest due to his success.

Friends of Yorke Mead

Pre-loved uniform' sales are happening every term. FOYM continue to ask for donations of costumes for these days etc to support our disadvantaged families.

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

The Pupil Premium Lead led two training sessions (teachers and support staff), considering why some children are considered to be disadvantaged, who these children are in our classes and how we can support them further. Staff felt motivated by the meeting. In the summer term, this training was referred to during an update training session based on 'Trauma Awareness and Attachment Trained'.

4

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

Emerging

Improving

Mature

READING						WRITING						MATHS											
Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos				
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%			
Total	24	0	0.0	23	95.8	6	25.0	Total	24	5	20.8	19	79.2	3	12.5	Total	24	2	8.3	22	91.7	10	41.7
Total	24	1	4.2	22	91.7	6	25.0	Total	24	8	33.3	16	66.7	4	16.7	Total	24	2	8.3	22	91.7	8	33.3
Total	24	3	12.5	21	87.5	6	25.0	Total	24	7	29.2	17	70.8	6	25.0	Total	24	4	16.7	20	83.3	7	29.2

23% of our disadvantaged children also have additional challenges to learning due to their social and emotional needs. We have an invaluable pastoral team who work closely with our children. They build strong working relationships with these children through regular check-ins, 1:1 and small group interactions, activities and interventions such as:

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

Our small number of Post-Looked After Children (PLAC) have a designated member of the pastoral team whose sole purpose is offering these children higher levels of nurture and support across all aspects of their development (see separate PLAC Standards and Progress Report - July 2024).

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

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

Progress for children with additional social and emotional needs:

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

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

Emerging	Improving	Mature
<p>Developing children language and social skills has been a key focus at Yorke Mead across the school, especially in the EYFS. Adults spend time collaborating with the children, developing rich discussions and sharing high quality texts. Despite this work, we recognise that PSED is having an impact and an area which will become a further area of focus next year.</p>		

	Number of children who achieved the expected standard											
	PPG		Non PPG		PPG SEN		PPG non SEN		PPG who met a GLD		Non-PPG who met a GLD	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
CL	100%	50%		88%	N/A	0		100%	2/4 50%	1/4 25%		36/49 73%
PSED	100%	75%		82%	N/A	50%		100%				
PD	100%	50%		88%	N/A	0		100%				
Lit	75%	25%		82%	N/A	0		50%				
Maths	75%	50%		90%	N/A	0		100%				
UW	100%	50%		90%	N/A	0		100%				
EAD	100%	75%		96%	N/A	50%		100%				

EYFS Progress	PPG			
	2023	2024		
CL	¾ made accelerated progress	1 child made good progress 1 child made accelerated progress. Two children have no previous data.		

KS1 and KS2

% ARE+	Reading		Writing	
	2023	2024	2023	2024
PPG	42%	41%	30%	28%
<u>Non PPG</u>	73%	77%	62%	71%

PPG Y6 SATS RESULTS	SPAG	READING	WRITING	MATHS
EXS	25%	50%	25%	25%
GDS	0	25%	0	0
RWM = 25%				

Both writing and Reading remain a key focus. We are striving to promote a love of reading. Our library has been revamped and is due to open in Sept 2024; children who are considered to be disadvantaged are given their own copy of books when authors visit the school (when age appropriate); targeted for daily 1:1 reading to an adult (children receive a sticker on their book mark for this reading – whole-school reward system); Book Teaser Assemblies (disadvantaged children are offered to read the class copy first); hundreds of new books have been purchased for class libraries; front-facing book cases are being purchased for each classroom.

6 For disadvantaged pupils who do not have a SEND need to reach age-related expectations or above in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check

	Emerging		Improving		Mature			
PPG SEN - Percentage achieving ARE								
	Reading		Writing		Maths		RWM	
	2023	2024	2023	2024	2023	2024	2023	2024
PPG SEN	18%	22%	14%	13%	23%	26%	9%	13%
PPG NON-SEN	35%	61%	20%	44%	32%	48%	15%	39%
Non PPG	73%	77%	62%	71%	72%	78%	62%	66%
Gap	38%	16%	42%	27%	40%	30%	47%	27%

PPG children who do not have a SEN are catching up with their non-PPG peers across the board, with the gap narrowing, especially for Reading.

Phonics (see results table from point one)

PPG children who do not have SEN are performing higher than their non-PPG peers.

Multiplication Check

This year's cohort of children, who took the Y4 check have many barriers to learning and are a cohort of children who we are supporting as having high needs. They have been invited to homework club to support their home learning as well as having individual interventions to meet their needs. Non-SEN PPG children have SEMH needs, with unique homelife circumstances.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	4 children
What was the impact of that spending on service pupil premium eligible pupils?	1 child has had 1:1 support and an adapted curriculum. He is making good progress, currently working at the level of a year 1 child in R, W and M.

Further information (optional)

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