

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 to 2024/25 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Yorkswood Primary
Number of pupils in school	397 inc Nursery
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2022/25
Date this statement was published	November 24
Date on which it will be reviewed	Autumn 25
Statement authorised by	
Pupil premium lead	Andy Tunstall
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,680
Recovery premium funding allocation this academic year	
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	N/A

Part A: Pupil premium strategy plan Statement of intent

It is our objective to provide the best support and challenge possible for all of our pupils including those at any kind of disadvantage.

Emotional, social, contextual and educational support in a comprehensive package that addresses barriers to children's achievements and aspirations.

We aspire to a position of pupil premium children achieving as well as all others in the school, locally and nationally.

Our current 3 year plan aims to address the challenges that many pupil premium children face and which can impact on their life chances.

Our key principles are;

- *To avoid unconscious bias – A can do culture*
- *Every day, every interaction – create a learning buzz through a full and rich curriculum and activities*
- *Quality First Teaching at the heart of all pupils making good progress*
- *Targeted and impactful interventions supporting good progress where needed*
- *Providing language rich classrooms and school environments*
- *Learn to Learn – Modelling learning behaviours*
- *Promote and create pride in, and a love for, learning*

Challenges

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

Identified Barriers

Code	External barriers to Learning
A	Parental engagement and involvement is a challenge and this is reflected in attendance, homework completion and home reading. Low levels of engagement and support impact on children's willingness, readiness and motivation to learn.
B	There are a significant number of children who lack broad and rich experiences.

	Our experience tells us that this has an impact on children’s vocabulary and the ability to ascribe meaning to concepts encountered in the curriculum.
C	There are a high number of children who have vulnerable family circumstances . (ACES) This impacts on their readiness to learn in many ways, including attendance.
D	Restricted vocabulary and speech and language impact on children’s learning and, specifically, their comprehension. Speech and language are impacted from an early age and the danger is that language deficit can widen over time.
E	Parenting skills can be restricted. The early pre-school experiences of children are critical in providing a good start to learning. Parental understanding of the importance of pre-school learning and its importance needs developing for many.
F	Attendance and Punctuality . There is an entrenched issue with attendance and punctuality for a number of our families.

Code	Internal barriers to Learning
1	‘Good’ or better teaching is required for ‘disadvantaged’ children to make good or better progress. Evidence suggests that weak teaching can have a particularly detrimental and negative impact on learning for disadvantaged groups.
2	Early intervention for Nursery and/or Reception children. Reception baselines suggests that many of our children start school below the expected levels in key areas of learning.
3	In school gaps are regular and persistent. There are particular and persistent issues for children in literacy based subjects . The early identification of emerging learning concerns is required along with a robust intervention response. (Benchmarked outcomes)
4	Restricted Vocabulary – the restricted vocabulary of children is impacting on comprehension (Reading) but also on the capacity to learn effectively in all other areas of learning.
5	There are a high percentage of children with additional needs, including SEND .
6	For a number of reasons, children can have low self-esteem . This can be a combination of external and internal factors. LSE can manifest in poor behaviours (including learning behaviours) and in low motivation to learn.
7	The importance of teacher pupil relationships is pivotal in developing effective learners who respond well to marking and feedback. For marking and feedback to impact on learning we need to make sure that all teachers are aware of this importance and have the capacity to develop these relationships. Teachers must also be aware of unconscious bias for the PP group and for individual learners.

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>The attendance of pupil premium children is in line with nPP and closing the gap on national attendance for all.</p>	<p>We can illustrate how whole school attendance for all pupils and PP group is improving and closing the gap on national.</p>
<p>Outcomes for pupil premium children are in line with those of others</p> <ul style="list-style-type: none"> - In school - Nationally <p>Progress Measures for PP children are in line with or better than those for other pupils as a result of targeted support.</p>	<p>We can illustrate how outcomes for all learners are closing the gap on outcomes of 'other' learners in school, pupil premium learners nationally and all learners nationally.</p> <p>We can illustrate how in school gaps are being reduced – GLD, Phonics, Reading, Writing and Maths</p> <p>We can illustrate that progress of PP learners is in line with or better than PP learners nationally (and in school).</p>
<p>Pupil Premium cohorts will reflect positively on school as evidenced through 'Pupil View' questions.</p> <p>The responses of these children in quantitative and qualitative terms is in line with the views of 'others'.</p>	<p>Through pupil interview and survey we will see that pupils reflect as positively, or more positively, than their non-PP peers.</p> <ul style="list-style-type: none"> ● I enjoy school ● Teachers help me to do my best ● My teachers give me work that challenges me ● I enjoy learning at this school ● Teachers listen to what I have to say in lessons ● There is an adult at school I can talk to if something is worrying me ● I feel safe when I am at school ● My school encourages me to look after my physical health ● My school encourages me to look after my emotional and mental health ● I take part in school activities outside of lessons, like clubs, sports, music and art

	<ul style="list-style-type: none">● My school encourages me to be independent and to take on responsibilities● My school encourages me to respect people from other backgrounds and to treat everyone equally● I would recommend this school to a friend moving to the area
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Activity in this academic year

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

Targeted teaching support (teacher development and teaching and learning generally)

Heading	Challenges	Activity and Evidence to Support Approach
<p>Giving children the best possible start through our Good Early Years</p>	<p>ED24</p>	<p>In our Early Years settings we use funding to maintain better support ratios than those found in the rest of the school</p> <p>The school has an attached neighbourhood nursery. These are two distinct settings and so we need to develop a closer working relationship so that Nursery age children and younger. have a strong focus for on 'School Readiness'..</p> <p>Staff in the setting employ Language Link intervention/NELI for the many children who require support with speech and language.</p> <p><u>Evidence to support our focus on staffing in Early Years</u></p> <p>Recent evidence from EEF suggests that the gap between disadvantaged and others is close to 18 months by 5 years old.</p> <p>EEF Communication and Language Approaches (+6 High) Most effective https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p>EEF Early Start (+6 High) https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/earlier-starting-age/</p> <p>EEF Parental Engagement (+4 Moderate) https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/</p>

<p>Phonics provision and fidelity to the Read, Write Inc approaches along with targeted interventions</p>	<p>D23</p>	<p>The Year 1 phonic outcomes give us a first picture of reading competence, though purely in terms of decoding.</p> <p>With Reading being a whole school issue, we will provide support staff with the experience and drive to provide high quality 121 support for phonic development in the build up to the phonic check; ensuring that as many PP children as possible have a solid foundation in decoding/reading.</p> <p>We will also look to provide additional support for children in Year 2 who didn't reach the required standard in Year 1.</p> <p>To this end we are using funding from school priorities to purchase the online package of training and video lessons from RWI. These videos will also be shared with parents for home learning.</p> <p>Video lessons are accurate and have fidelity to the scheme and the approach. They are being used for individually targeted intervention and catch up.</p> <p>Through our RWI package we are supported by expert evaluation three times a year. Detailed action plans are developed from the evaluation visits which ensure high quality provision particularly in EY and KS1.</p> <p>The school is working with the Little Sutton Literacy Hub. We will be engaging a school review of Early Reading and beyond. Funding has been secured to provide a library, book banding, Accelerated Reader programme and decodable books. This provision will help the school to ensure that children's reading (especially disadvantaged pupils) is given the best possible start.</p> <p><u>Evidence to support our focus on Phonics</u></p> <p>Phonics Approaches (+4) Moderate https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>
<p>Writing Scheme</p>	<p>13</p>	<p>The school has been working hard to develop a writing scheme based on 'The Love of Reading' approach. With outcomes being very low for all pupils and for disadvantaged pupils in particular, we have made the decision to purchase Ready Steady Write scheme from Literacy Counts.</p> <p>The evidence suggests that this structured programme of learning with clear progression and support materials for teachers can have a significant impact.</p> <p>The school will be training with a group of 8 schools who can offer support for each other in scheme implementation.</p>
<p>Year 6 Additional Staffing</p>	<p>3</p>	<p>In Year 6 we have used PP to provide the cohort with an additional teacher. This support allows the school to differentiate more precisely and to offer generous pupil:teacher ratios. This gives our PP children a final opportunity to accelerate progress and to close the gap on national 'other'.</p> <p><u>Evidence to support our focus on additional staffing</u></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</p>
<p>Teacher Development</p>	<p>1</p>	<p>We have two 'Outstanding' teachers in SLT positions and a further 'Outstanding' leader in Early Years who has responsibility for 'Early Reading'. These teachers have been charged with ensuring that 'all' teaching is 'Good or better'.</p> <p>The school has access to the 'Key' and National College materials for teacher CPD. We also have access to Walkthrus and SEND specific training. These materials are used to inform teacher development.</p> <p><u>Evidence to support our focus on the development of teaching and support staff</u></p> <p>At a Pupil Premium Conference provided by The Key, it was evidenced that 'Good and Better' teaching made a significant and disproportionate impact on 'disadvantaged' children's learning. The National College webinar 2020 'Bridging the Gap' also highlights the importance of quality first teaching. '...teaching is the critical intervention.'</p>

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

Budgeted cost: £ [insert amount]

Heading	Challenges	Activity and Evidence to Support Approach
Intervention and Feedback (Support Staff numbers are maintained healthy in KS1 and KS2)	3 7	<p>In our core lessons, support staff are an integral part of the teaching team, taking groups of children and supporting learning. There is an increasing emphasis on all adults identifying progress within lessons and adding challenge or support as and where appropriate. (Live Marking)</p> <p>During afternoon sessions, part of the TAs time is focused on supporting individuals who have found concepts difficult in morning sessions and require additional support in order to make the progress that was planned for the lesson. There is an emerging focus on pre-teaching to support confidence for vulnerable learners.</p> <p>At Yorkswood, our current budget would not sustain additional support as described without the use of our Pupil Premium.</p> <ul style="list-style-type: none"> • Ensure that all classes have access to effective TA support • Increase focus to support reading and particularly writing intervention and misconceptions work. • Revisit the marking and feedback policy to promote timely feedback (live Marking) • Editing Writing: Create guidance for effective editing of writing that links with the marking and feedback policy • Training: Share key barriers to learning with staff including relationships • Purchase: Intervention Mapper software to improve the planning, monitoring and evaluation of individual support <p><u>Evidence to support our focus on staffing in Early Years</u></p> <p>The Sutton Trust highlights effective feedback as one of the most powerful tools for improving outcomes. Feedback Model (+8 High) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>
Catch Up Sessions		<p>On Friday afternoons, children will be selected for 'Catch Up' sessions. In these sessions support staff will provide specific interventions for children</p> <p>One of the school's support staff has trained as a school based tutor and is providing a range of school time catch up sessions. The focus for many of these sessions is phonic progress and number fact fluency. These basic skills are required for pupils to progress in reading and mathematics.</p> <p>Four school teachers are providing Catch Up tutoring for pupils in Year 6.</p>

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

Budgeted cost:

Heading	Challenges	Activity and Evidence to Support Approach
Breakfast Club and access to food	C	<p>The school operates a breakfast/snack provision. Evidence suggests that a large number of our pupils arrive in school without breakfast and therefore struggle to maintain concentration through the first part of the day.</p> <p>To this end, the school now provides a free snack for all children (bread, breadsticks or crackers))</p> <p>We also operate a heavily subsidised Breakfast Club. Staff funding only – Greggs Foundation give bread for toast</p>

Child and Family Support Worker	C	<p>The school has a full-time Child and Family Support Worker.</p> <p>The work of the CFSW is concentrated on families whose children receive PP funding.</p> <p>The impact of the CFSW on children's capacity to access school is without dispute. The work includes both casual and planned support for families and children with the aim of improving outcomes for children in school.</p> <p>Our CFSW is highly experienced and makes a significant contribution to our PP children.</p>
Attendance	F	<p>The school has a CFSW who has responsibility for Early Help support and challenge around attendance. In attendance team meetings, the attendance of all vulnerable children is monitored and actions put in place to support or challenge.</p> <p>The school pays for a detailed monitoring tool which supports identification and targeted actions.</p> <p>The school will provide a minibus for pupils who live a significant distance from school.*Under review*</p>

Total budgeted cost: £

Pupil premium strategy outcomes

Measure	21/22	22/23	23/24
EY PP GLD	67	61	53
EY OTHER GLD	59	70	65/58
PP Y1 Phonics	63	79	80
OTHER Y1 Phonics	88	62	84/81
PP Y2 Phonics	82	85	74
OTHER Y2 Phonics	89	92	69/72
PP KS1 Reading	58	59	68
OTHER KS1 Reading	68	72	56/64
PP KS1 Writing	42	50	53
OTHER KS1 Writing	47	56	56/54
PP KS1 Maths	61	59	71
OTHER KS1 Maths	84	76	75/72
PP MTC Year 4			
OTHER MTC Year 4			
PP KS2 Reading	59	53	57
OTHER KS2 Reading	67	70	80/68
PP KS2 Writing	51	57	43
OTHER KS2 Writing	53	59	52/47
PP KS2 Maths	56	57	71
OTHER KS2 Maths	67	74	84/78
PP Attendance	87.4	90.4	**
OTHER Attendance	91.5	93.1	**

Pupil Voice Outcomes

ASPECT	PP	NPP
I enjoy school		
Teachers help me to do my best		
My teachers give me work that challenges me		
I enjoy learning at this school		
Teachers listen to what I have to say in lessons		
There is an adult at school I can talk to if something is worrying me		
I feel safe when I am at school		
My school encourages me to look after my physical health		
My school encourages me to look after my emotional and mental health		
I take part in school activities outside of lessons, like clubs, sports, music and art		

My school encourages me to be independent and to take on responsibilities		
My school encourages me to respect people from other backgrounds and to treat everyone equally		
I would recommend this school to a friend moving to the area		

Impact/Action summary (2023/2024)

<p><u>Report 2024</u></p> <p><u>Early Years Staffing Ratios</u></p> <p>The staffing ratios in EY have been much harder to maintain with a falling roll. Our staffing is still more generous than in other year groups or phases. Outcomes in the Early Years Reception were in line with national in 2022 and 2023. This favourable outcome is the direct result of a focused and consistent team. Outcomes at the end of 2024 have dipped slightly as a result of higher need and less capacity in staffing. The data suggest an in school gap of approximately 10%.</p> <p><u>Phonics</u></p> <p>The maintenance of healthy staffing ratios in all year groups supports greater differentiation and intervention in phonics. The absence of a key member of the intervention team 23/24 impacted on capacity but we were still able to achieve strong outcomes.</p> <p>Data shows that the in school gap is less than 5% and that the PP group performed in line with national for all pupils.</p> <p>Our monitoring has been illustrating that an increasingly rigorous approach, with fidelity, to the Read Write Inc scheme is making a difference to phonic competence. The school has purchased online training and video which can be shared with children who miss sessions or require top up. The online lessons are also useful for extending targeted intervention.</p> <p><u>Year 6 Additional Staffing</u></p> <p>In Year 6 we have provided staffing ratios and expertise greater than that afforded to other year groups. The staffing group are highly experienced and are two of our most effective with these older pupils. In 23/24 we saw strong outcomes in maths. Writing remains an area of concern. In school gaps persist in all three subjects. In maths we have seen a significant improvement in KS2 outcomes for the disadvantaged group.</p> <p><u>Teacher Development</u></p> <p>The development of our Early Years through the support and direction of our EY lead resulted in Early Years being OfSTED 'Good' 2022. This is a keenly focused department which is very well led. All teaching and learning is 'Good' or better.</p> <p>Our leader for Early Reading, including phonics, made significant impact. Phonics outcomes were 'Good' and the Early Reading provision was described by OfSTED as 'Good'. Staff are well trained and supported. The intervention model is needs focused. Learning groups are regularly assessed and provision made on the basis of these assessments.</p> <p>Our senior leaders have full time release this year to add capacity to leadership activity and particularly monitoring, support and challenge for teaching and learning. The two leaders, holding responsibility for</p>
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The core subjects of reading, writing and maths have supported and challenged staff through KS1 and 2. They have also supported students and three ECTs.

Support Staff – Effective Feedback – Interventions – Misconceptions

The school provides support staff in each year group who have a primary focus on support and intervention to raise standards. This support and intervention enables teachers to boost learning when children have found lessons or concepts difficult. Support staff also provide specific SEND and curricular intervention.

Breakfast Club

We support a breakfast club for working parents and families that we feel we need to support (CFSW) We have developed very good relationship with Greggs who support the school by providing daily toast for all children.

They also provide significant funding for disadvantaged families. This funding is targeted to provide home goods, food and holiday club places for children in most need. (Coordinated by CFSW) see below

CFSW

The Child and Family Support Worker, along with the attendance lead, are a significant part of our provision and support for children and families. Families in need and families in distress are increasingly prevalent.

The two workers have worked tirelessly to support families and to monitor our most vulnerable. Access to services has been stretched and the team have made great efforts to complete some of the work with troubled families in the absence of other services.

Attendance

Attendance of our pupils and particularly pupil premium pupils remains a challenge. The work of our attendance lead, in conjunction with CSAWS and the local authority, is exhaustive but impact, particularly following COVID, is stubbornly lacking.