

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Yorkmead J&I School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | A.Newman-Smith |
| Pupil premium lead | N.Abeng |
| Governor / Trustee lead | B.Marsh |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £168,125.00 |
| Recovery premium funding allocation this academic year | £18,125.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £12,145.00 |
| 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 | £198,395.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Yorkmead, we believe that every child is an important member of our community and should be encouraged and challenged to achieve their full potential. The school budget is set by governors entirely on this basis – the key investment priority is always on initiatives that support all of our children to progress as governors, staff and parents would wish. The Pupil Premium Grant is just one part of the overall funding we invest to achieve this.

We take a fully inclusive approach to teaching and learning and believe that our most qualified staff are best able to support the most vulnerable learners. Learning is a hands on and active process; we invest in schemes and resources that support this approach across the curriculum. This year has seen a re-energised approach to teaching with the necessary financial investment to support this.

All educational decisions taken are rooted in robust analysis of performance data and target setting therefore considerable time is given over to the monitoring and analysis of learning both in terms of attainment and progress. We place heavy emphasis on the voice and experience of the child too and ensure that our Ambassador and School Council team are listened to with regard to their opinions and recommendations for the improvement of their learning and recreational activities.

COVID – 19 has presented us with unprecedented challenges in the past 18 months ranging from lost learning opportunities to missed social activities and crucial transitional support. This has impacted those pupils eligible for Pupil Premium support to a greater extent than others and so we aim to provide additional support to address these areas too.

Our Key objectives:

- Diminish the attainment gap between groups of pupils
- Act early to provide precision intervention for pupils where the need arises
- All staff accountable for the educational and social outcomes for PP children
- Assessment information provides teachers with the information needed to address individual learning needs
- Families and pupils supported too develop resilience and coping strategies

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | Poor attendance and punctuality |
| 2. | SEND including social, emotional and mental health (SEMH) |
| 3. | Complex family situations that prevent children from flourishing and parents from sometimes giving support with learning. |
| 4. | Access to wider curriculum (clubs, trips, cultural experiences) |
| 5. | Lost learning due to COVID - 19 |

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 |
|--|--|
| Attendance and punctuality of all pupils, particularly those who are persistent absentees is improved. | The attendance figure is higher and pupils' punctuality is improved. Pupils are prepared and ready for school each day. |
| SEND pupils with PP (including those with social and emotional difficulties) are identified early; appropriate support enables them to make accelerated progress across the curriculum | SEND pupils make accelerated progress across the breadth of the curriculum and their positive attitude to learning is reflected through pupil voice. |
| Parents and families are well equipped to support their children to flourish and support with their learning. | Parental engagement is evident in the uptake of workshops and involvement with Malachi. Parents report that communication with school is good and that school is supportive. |
| Increased numbers of PP pupils accessing clubs, educational visits and peripatetic tuition by offering a discounted cost or opportunity for one free club / visit each half term. | The number of PP pupils participating in visits, clubs and tuition has increased and pupils are enjoying a broader range of experiences. |
| Pupils will have the opportunity to 'recover' lost learning due to COVID – 19. | Pupils who have fallen behind their prior attainment judgement will make accelerated progress and continue to make progress in line with their targets. |

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: £335.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of paper copies of the 2004 National curriculum for all teachers | The National Curriculum was developed to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with a guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime. http://www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf | 1, 2, 4, 5 |

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

Budgeted cost: £138,750.79

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Extra tutoring and follow up support including Third Space Learning</i> | Using data to target groups and individuals for further tutoring and support through metacognitive learning – impact as evidenced in the EEF | 2, 5 |
| <i>Booster support</i> | EEF research has found that booster support, preferably with class teacher for less able is most effective | 2, 5 |
| <i>Pre/post tutoring</i> | EEF research has found that regular small group support is most effective for addressing gaps in learning and ensuring rapid progress. | 2, 5 |

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

Budgeted cost: £47,164.01

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Malachi family and pupil support</i> | Using well-being data from parents, staff and pupils to target individuals and groups for well-being interventions – develops character education | 2, 3 |
| <i>Grow to Learn – gardening and outdoor learning</i> | Research shows that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. | All |
| <i>Peripatetic tuition – wind instruments</i> | Music tuition allows pupils access to the wider curriculum and increases cultural capital | 2, 3, 4, 5 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve engaging attendance/support officers to improve attendance including the use of School Pod. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 3, 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £186,250.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

EYFS

47% of PP pupils achieved GLD (7/15 children)

56% of non PP pupils achieved GLD (25/45 children)

Phonics screening Y2 catch up (due to COVID 19 disruptions)

90% of PP pupils passed (9/10 children)

80% of non PP pupils passed (33/41 children)

Attainment = Working at or exceeding the expected standard

Progress = Meeting or exceeding targets set

Key stage 1

| Subject | Measure | PP | Non PP | Gap % |
|----------|------------|--------------------------|---------------------------|-------|
| Reading | Attainment | 54.5% (6/11 children) | 51.1% (22/43 children) | 3 |
| | Progress | 18.1% (2/11 children) | 25.5% (11/43 children) | 7 |
| Writing | Attainment | 36.3% (4/11 children) | 20.9% (9/43 children) | 16 |
| | Progress | 18.1% (2/11 children) | 4.6% (2/43 children) | 14 |
| Maths | Attainment | 54.5% (6/11 children) | 62.7% (27/43 children) | 8 |
| | Progress | 36.3% (4/11 children) | 30.2% (13/43 children) | 6 |
| Combined | Attainment | 18.1% (2/11 children) | 9.3% (4/43 children) | 9 |

| Key stage 2 | | | | |
|--------------------|------------|---------------------------|---------------------------|-------|
| Subject | Measure | PP | Non PP | Gap % |
| Reading | Attainment | 40.7% (11/27 children) | 39.3% (13/33 children) | 0 |
| | Progress | 66.6% (18/27 children) | 57.5% (19/33 children) | 9 |
| Writing | Attainment | 7.4% (2/27 children) | 21.2% (7/33 children) | 14 |
| | Progress | 37% (10/27 children) | 33.3% (11/33 children) | 4 |
| Maths | Attainment | 51.8% (14/27 children) | 75.7% (25/33 children) | 24 |
| | Progress | 51.8% (14/27 children) | 57.6% (19/33 children) | 6 |
| Combined | Attainment | 7.4% (2/27 children) | 21.2% (7/33 children) | 14 |

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 |
|-------------------------------|-------------------------|
| Read, Write Inc | Oxford University Press |
| Online 1:1 Mathematic tuition | Third Space Learning |

Service pupil premium funding (optional)

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

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |

| | |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |
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Further information (optional)

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