

Yorkmead J&I School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	462
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr. A. Newman-Smith
Pupil premium lead	Mr. A. Neale-Crane
Governor / Trustee lead	Mrs. B. Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,510.00
Recovery premium funding allocation this academic year Recovery Fund: Led Fund: Total:	£13,740.00 £9,669.00 £23,409.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Pupil Premium CF: Recovery Fund CF: Led Fund CF: Total:	£2,071.00 £4,892.00 £4134.00 £11,097.00
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	£209,016.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Yorkmead, we believe that every child is an equally important member of our community and should be encouraged and challenged to achieve their full potential from whatever their starting point. 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 the further development of our wider curriculum approach, to ensure that all children at Yorkmead have access to the best possible learning outcomes.

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 and ensure that our 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 30 months ranging from lost learning opportunities, to missed social activities and mental health and well-being issues. 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.

Our Key objectives:

- Diminish the attainment gap between groups of pupils
- All pupils have access to a broad and balanced curriculum
- 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
- Pupils and their families supported to 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 or delayed Speech and Language skills.
2.	SEND including social, emotional and mental health (SEMH)
3.	PP Children's ability to access the curriculum, confidently and independently.
4.	Access to wider curriculum (clubs, trips, cultural experiences)
5.	Poor attendance and punctuality.

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	Actions	Success Criteria	Evaluation (2023)
Early identification of Speech, Language and Communication issues, leads to swift support being implemented, enabling all children equal access to the curriculum.	Reception staff to complete Language Screen of all reception pupils. Early identification of pupils requiring support to complete the NELI program. Nursery staff to identify children requiring support in Nursery and complete Language Land program. Inclusion Team S&L TA to plan and deliver interventions for identified children across the school.	Children who require support will receive swift and effective support, enabling them to access the curriculum alongside their peers. They will achieve outcomes in line with their peers. Evidence: Outcomes of NELI, interventions, Pupil Progress, data, SEND reviews.	All children completed Language Screen assessments. Children in the lower quartile were targeted to complete the NELI project. All children made good progress from their start points. % of reception cohort children achieving combined GLD was 75%. At the start of the year, 17 children came out with a score of slight to significant concern. By the end of the NELI project there were 5 children with a slight concern.
SEND pupils with PP, including those with social and emotional difficulties (SEMH) are identified early; appropriate support enables them to make accelerated progress across the curriculum	Senior Mental Health Lead Role developed and Well-Being Team put in place, with appropriate training. Well-being Champions program. Interventions and support targeted to pupils, families and staff. Inclusion Team including carry out early assessment identification of all pupils for support, from early years through to newly arrived and from other settings.	SMHL and Well-Being Team will be in place and trained. Systems in place to identify and intervene in SEMH cases. Provision Map in place. All stakeholders know how to access support. Evidence: Interventions, Provision Map, My Concern, case studies. Gold standard award.	SMHL and Well-being Team are in place. Provision map has been developed and shared with staff. Relevant staff have received training in SMHL, Drawing and Talking Therapy, Bereavement, Identifying signs of children's anxiety. All children have completed Mental Health Champion training. Pupil, family and staff support are targeted to give support where needed, throughout the year. A new SENDCO has been

			appointed who has been quick to identify and refer children with SEND needs, including ASC and SALT.
Intended outcome	Actions	Success Criteria	Evaluation (2023)
All Pupil Premium children have equal access to a broad and balanced curriculum, with appropriate levels of support for them to achieve in line with their peers. Improved Pedagogy enable universal access to our wider curriculum.	The new curriculum will be implemented effectively. Targeted support will be given to pre-tutor / support PP and 20% pupils. Targeted CPD for teachers will increase staff skills in pedagogy, particularly for lower achievers, EAL and children with S&L issues.	All children will be able to access our wider curriculum, with appropriate or limited support, closing the gap between them and their peers. Evidence: Pupil Progress, data, scrutiny, book looks.	The recently implemented curriculum for Humanities, Science and EYFS are enabling all children, including those with SEND to access a broad and rich curriculum with adaptations made to support and challenge. Recent inspection praised the breadth of the curriculum, including how it builds on prior knowledge gained. The introduction of Walkthrus is beginning to have a powerful effect on pupils' attitudes to learning.
Increased numbers of PP pupils accessing sports clubs, educational visits and music tuition by offering a discounted cost or opportunity for one free club / visit each half term.	PP lists generated and shared with key staff. PP pupils targeted for clubs, visits, music and extra-curricular activities (after-school clubs, 'Grow to Learn', Sports Development, Music service etc.) Cost reduced or waived for PP pupils. Track attendance to ensure appropriate coverage and fairness.	Take-up for extra-curricular activities, by pupil premium families, will be increased on last year. Evidence: Pupil attendance and testimony will show improved academic progress, well-being, social skills and behaviour.	Following a trial in the autumn term, PP families were able to access after-school provision free of charge. This more than doubled the number of PP children accessing clubs. Following this trial, a subsidised charge of 50% was introduced and the numbers accessing clubs remained high. Current levels are 50% PP and 50% non-PP attending after-school clubs in all year groups. All children in years 4 and 5 have accessed music tuition and chose to continue with learning their instrument. Extracurricular activities, such as 'Grow to Learn' and sports coaching have had a noticeable effect on the numbers of children appearing on reflection for negative behaviour.
Attendance and punctuality of all pupils, particularly those who are persistent absentees is improved.	AG ED Consultancy to work with school and families on attendance. School will employ a p/t welfare officer. Soft starts to encourage early arrival. Move to full-time Friday later in the year.	The attendance figure is higher and pupils' punctuality is improved. Pupils are prepared and ready for school each day. There is a reduction in holiday during term time. Evidence: Weekly attendance figures.	School employs a welfare officer, who deals with punctuality and attendance. Recent inspection recognised that school was doing everything within its remit to tackle attendance and punctuality. The data below is for the school year to 07.07.23. Attendance: 91.8% Authorised: 4.3%

		Reports from welfare officer.	Unauthorised: 3.9% Punctuality is greatly improved being between 1 and 2%.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1329.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Walk Thru – Improving Pedagogy and Teaching (targeted support CPD).</i> Total: £732.00	As a school with a significant number of early career teachers, in addition to other teachers in the early years of teachers, it is key that we invest in developing their understanding of pedagogy and give them the skills to be the best teacher they can be.	1, 2, 3
<i>Read Write Inc. staff development.</i> Total: £597.43	The National Curriculum, OFSTED and Early Years Foundation Stage all explicitly recommend the use of a Systematic Synthetics Program for the teaching of early reading. The key to the success of this is skilled, well-trained reading teachers.	1, 3, 4

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	1, 2, 3, 4
<i>Booster support</i>	EEF research has found that booster support, preferably with class teacher for less able is most effective	1, 2, 3, 4
<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.	1, 2, 3, 4
<i>Language Screen and NELI interventions</i>	Improved language and communication skills enable children to access all areas of the curriculum at a higher level.	1,2, 3, 4

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

Budgeted cost: £16,567.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AG Education Consultancy – Attendance</i> Total: £4,166.65	Evidence shows that improved attendance leads to improved outcomes for pupils, in progress, S&L, and well-being.	1, 2, 3, 4, 5
<i>Malachi family and pupil support</i> £825	Using well-being data from parents, staff and pupils to target individuals and groups for well-being interventions – develops character education	2, 5
<i>Grow to Learn – gardening and outdoor learning</i> £5,000	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> £5,856.00	Music tuition allows pupils access to the wider curriculum and increases cultural capital	2, 3, 4 ,5

<i>Beyond The Horizon – Play Therapist</i> £720	Play Therapy and Art Therapy can and do have a positive impact on children with SEMH difficulties, including anxiety, bereavement and social skills issues.	2, 3, 4, 5
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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 2022 to 2023 academic year.

<i>EYFS</i>				
<i>75% of all pupils achieved GLD combined (45/60)</i>				
<i>67% of PP pupils achieved GLD (8/12 children)</i>				
<i>83% of non-PP pupils achieved GLD (40/48 children)</i>				
<i>Phonics screening Y1</i>				
<i>82% of all pupils passed (40/60 children)</i>				
<i>82% PP pupils passed (14/17 children)</i>				
<i>81% of non-PP pupils passed (35/43 children)</i>				
<i>Attainment = Working at or exceeding the expected standard</i>				
Key stage 1				
Subject	Measure	PP	Non-PP	Gap %
Reading	Attainment	50% (7/14 children)	51% (23/45 children)	1
Writing	Attainment	43% (6/14 children)	47% (21/45 children)	4
Maths	Attainment	57% (8/14 children)	56% (34/42 children)	+1

Key stage 2				
Subject	Measure	PP	Non PP	Gap %
Reading	Attainment	63.6% (14/22 children)	76.3% (29/38 children)	10
Writing	Attainment	54.5% (12/22 children)	84.2% (32/38 children)	8
Maths	Attainment	59% (13/22 children)	86.8% (33/38 children)	7
Combined	Attainment	31.8% (7/22 children)	68.4% (26/38 children)	36.6

Externally provided programs

Please include the names of any non-DfE programs 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
Key stage 2 Humanities Curriculum (History, Geography, R.E.)	Opening Worlds

Evaluation of Previous Year's Pupil Premium Spending

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Evaluation
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.	This measure, along with on-going CPD and training into the Opening Worlds wider curriculum, have shown that teaching staff have a clear understanding of NC objectives and expectations for the teaching of the wider curriculum.

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

Activity	Evidence that supports this approach	Evaluation
<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	Of the 7 children receiving additional support through Third Space Learning, all made above average progress from their start point. Average attainment was 4 to 6 points of progress.
<i>Booster support</i>	EEF research has found that booster support, preferably with class teacher for less able is most effective	Of 9 year 3 children receiving Maths Booster support, all made 4 points of progress. Of 12 children receiving year 3 Reading Booster, there was an average of 4 points progress, with 6 chn ahead of target, 1 child on target and 4 chn behind target. Similar progress figures were calculated for years 4, 5 and 6.
<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.	Evidence gathered through Pupil Progress meetings, barriers to learning and progress data, have shown that additional support for 20% and PP children has had a positive effect on progress.

Evaluation of Previous Year's Pupil Premium Spending (cont'd)

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

Activity	Evidence that supports this approach	Evaluation
<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	Following the resignation of our key worker, we have discontinued the use of Malachi for family support. Moving forward, we will be developing our own in-house support through our well-being team.
<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.	Case study 1: A family of previous LAC children have all responded well by taking part in the project. They have benefitted from being outdoors and working with their siblings (particularly as one had previously been separated from the others). Case study 2: LAC child who had significant behavior issues, has now completely settled and no-longer gets into trouble. Evidence 'My Concern'.
<i>Peripatetic tuition – wind instruments</i>	Music tuition allows pupils access to the wider curriculum and increases cultural capital.	Uptake for music tuition has been very good and attendance on the music days for year 4 is up. Children are taking on the responsibility of looking after their instruments and being school-ready. Case study: A child with SEMH difficulties who at times struggled with coming into school, now arrives early on Music day, with instrument and all resources necessary for a day in school.

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve engaging attendance/support officers to improve attendance including the use of School Pod.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Head Teacher Report: Attendance 2021-22 Autumn 1: 93.75% Autumn 2: 92.75% Spring 1: 89.85% Spring 2: 89.57% Summer 1: 92% Summer 2: 90.3% Attendance is improving, but will still be a priority moving forward.</p>
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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

This spending report is accurate for the end of Autumn term 2022.

There will be an updated summary available by the end of the Summer term 2023.

Report written by Andrew Neale-Crane – Assistant Head Teacher.