

# Yorkmead J&I School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	458
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-25
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr. A. Newman-Smith
Pupil premium lead	Mr. A. Neale-Crane
Governor / Trustee lead	Mr. M. Iqbal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,360:00
Recovery premium funding allocation this academic year Covid Recovery Fund: Covid Tutoring Fund: Total:	£0 £0 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Pupil Premium CF: Covid recovery CF: Covid Led CF: Total:	£0 £0 £0 £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,360.00

# 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, including provision for mental health and wellbeing, 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 quality of teaching, 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 and the cost-of-living crisis have presented us with unprecedented challenges in the past 4 years, ranging from lost learning opportunities, to missed social activities, family break up and domestic issues, and mental health and well-being concerns. 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,
- To ensure that no child is left behind,
- 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,
- Pupils, their families and school staff are fully supported with their mental health and wellbeing, so that they are in a better position to deliver excellence for all.

## 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) and behaviour.
3.	PP Children's ability to access the curriculum, confidently and independently.
4.	Access to wider curriculum (clubs, trips, cultural experiences).
5.	Poor attendance, punctuality and family support.

## 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 (2024)
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 WellComm of all reception pupils. Early identification of pupils requiring support to complete the Wellcomm 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 in year one will be assessed for S&L needs and Infant Language Link used to support their S&L development.	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 WellComm and Infant Language Link, interventions, Pupil Progress, data, SEND reviews.	All children completed Language Screen assessments. Children in the lower quartile were targeted to complete the NELI project and transitioned onto the WellComm program. All children made good progress from their start points. Percentage of reception cohort children achieving combined GLD was 69%. At the start of the year, 64% of children were on track for expected in C&L. This rose to 75% by the summer term.
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. Families of PP children will receive support when required, including referral to outside agencies.	Senior Mental Health Lead Role developed and Well-Being Team put in place, with appropriate training. ELSA training for two key staff members to deliver SEMH interventions. 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. Family	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. Family Support Worker will be in place to support vulnerable families.	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, trauma and ACEs. 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

	Support Worker in place to support vulnerable families.		ASC and SALT. Fifteen families have received support from the Pastoral lead and family support worker.
<b>Intended outcome</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Evaluation (2024)</b>
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 2022, 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. School moved	The attendance figure is higher and pupils' punctuality is improved. Pupils are prepared and ready for school each day. There is a reduction in	School employs a welfare officer, who deals with punctuality and attendance. Recent inspection recognised that school was doing everything within its remit to tackle

	to full-time on a Friday summer term 2023.	holiday during term time. Evidence: Weekly attendance figures. Reports from welfare officer.	attendance and punctuality. There have been 136 referrals made for Early Help due to poor attendance, resulting in 31 SARM meetings taking place. Attendance for the year was 92.2% with 3.6% authorised and 4.3% unauthorised. 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: £8,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sam Jones Supervision</i> Total: £3,000	Supervision and Counselling can and do have a positive impact on staff well-being and attendance, when dealing with SEMH difficulties, including anxiety, bereavement, stress and trauma.	2, 3, 5
<i>Employee Assistance Education Support</i> Total: £540	Teaching staff work better when they are supported with the stresses of work and life. This supports improved attendance and performance.	2, 3, 5
<i>Primary PE Planning</i> Total: £395	Expanding our PE curriculum enables us to double our PE provision. This gives children double the time to engage in physical activity, which has a positive impact on physical and mental well-being. Good quality schemes of work give teaching staff the skills to effectively teach sports-based lessons.	2, 3, 5
<i>Complete Mathematics</i> £2,976	EEF research has found that booster support, for less able is most effective.	2, 3

<i>Bookmark Readers</i> £1,440	EEF research has found that booster support, preferably with class teacher for less able is most effective.	2, 3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra tutoring and follow up support including Complete Maths and Bookmark Readers</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/Inclusion Team support</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>WellComm and Infant Language Link</i>	Improved language and communication skills enable children to access all areas of the curriculum at a higher level.	1, 2, 3, 4
<i>Pastoral Lead and Family Support Work</i>	The World Health Organization defines mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. For this reason, we believe that a strong emphasis on mental health and pastoral care will enable our children and families to achieve success.	2, 3, 4, 5

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

Budgeted cost: £63,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AG Education Consultancy – Attendance</i> Total: £5,000	Evidence shows that improved attendance leads to improved outcomes for pupils, in progress, S&L, and well-being.	1, 2, 3, 4, 5

<i>Family Support Worker</i> £8,000	Families who receive support develop the skills that make them more able to support the well-being of their children, and so improve their attendance and outcomes.	2, 3, 4, 5
<i>Beyond the Horizon Children's Play Therapy and Counselling services</i> £3,510	Counselling enables children who have experienced trauma, bereavement, anxiety, domestic abuse etc. to overcome trauma and be more readily prepared to access their learning.	2, 3, 5
<i>Grow to Learn – gardening and outdoor learning</i> £8,000	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> £7,307.50	Music tuition allows pupils access to the wider curriculum and increases cultural capital.	2, 3, 4, 5
<i>Sports Development UK After School Clubs and Sports Coaching.</i> £2,950	Children's ability to access extra-curricular activities, including sports, social skills and self-esteem interventions, has a positive effect on their physical and mental well-being, including attendance.	2, 3, 4, 5
<i>Yoga and Dance Bugs afterschool clubs.</i> £3,740  <i>Relax Kids Workshops Jenny Shires</i> £300 Year 1, 2 and 6 (test preparation)	Feedback from the school council has shown that there is a great need for dance, acrobatics and relaxation clubs. Attendance for girls in some other after school clubs has been lower than boys. Relaxation and meditation sessions build strategies for children to cope with the challenges of test years.	2, 3, 4, 5
<i>ELSA Training</i> £1,450 +£500 supervision cost £1,950	By investing in staff training for the ELSA program, we will be able to expand our provision for mental health, wellbeing and family support. Thus, ensuring that our pupils and families are best placed to thrive in school.	2, 3, 4, 5
<i>Family Support Fund</i> £2,000	By subsidizing the cost of school uniforms, afterschool clubs, transport etc. more families are able to access educational visits and extra-curricular trips at a reduced price.	2, 3, 4, 5
<i>1:1 support</i> £20,611.50	Additional adult will give support to our vulnerable and SEND children, enabling them to make progress academically and with SEMH needs.	1, 2, 3, 4

**Total budgeted cost: £232,360.00**

## 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 2023 to 2024 academic year.

#### *EYFS*

*69% of all pupils achieved GLD combined (37/54)*

*73% of PP pupils achieved GLD (8/11 children)*

*67% of non-PP pupils achieved GLD (29/43 children)*

#### *Phonics screening Y1*

*80% of all pupils passed (47/59 children)*

*64% PP pupils passed (7/11 children)*

*83% of non-PP pupils passed (40/48 children)*

*Attainment = Working at or exceeding the expected standard*

#### **Key stage 1**

Subject	Measure	All children	PP	Non-PP	Gap %
Reading	Attainment	73% (44/60 ch'n)	80% (12/15 ch'n)	71% (32/45 ch'n)	+9% above Non-PP
Writing	Attainment	40% (24/60 ch'n)	29% (5/17 ch'n)	44% (19/43 ch'n)	+15% above PP
Maths	Attainment	78% (47/60 ch'n)	87% (13/15 ch'n)	68% (31/45 ch'n)	+19% above Non-PP

*Writing figures for key stage 1 are a result of a new writing assessment that will ultimately improve teachers' ability to target teach and close the gap.*



<b>Key stage 2</b>					
Subject	Measure	All children	PP	Non-PP	Gap %
Reading	Attainment	66% (42/64 ch'n)	72% (18/25 ch'n)	62% (24/39 ch'n)	+10% above Non-PP
Writing	Attainment	72% (46/64 ch'n)	84% (21/25 ch'n)	64% (25/39 ch'n)	+20 % above Non-PP
Maths	Attainment	78% (50/64 ch'n)	80% (20/25 ch'n)	77% (30/39 ch'n)	+3% above Non-PP
Combined	Attainment	56% (36/64 ch'n)	64% (16/25 ch'n)	52% (20/39 ch'n)	+12% above Non-PP

## 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*

Program	Provider
Read, Write Inc	Oxford University Press
Oxford Owl	Pearson
Online 1:1 Mathematic tuition	Complete Mathematics
1:1 Reading Tuition	Bookmark Readers
Key stage 2 Humanities Curriculum (History, Geography, R.E.)	Opening Worlds
Sports-based PE scheme.	Primary PE Planning

# Evaluation of Previous Year's Pupil Premium Spending

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,393.59

Activity	Evidence that supports this approach	Evaluation
<p><i>In the Writing Revolution</i> Total: £673.59</p>	<p>As a school with a significant number of early career teachers, in addition to other teachers in the early years of teaching, 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, in order to develop our vulnerable pupils' writing skills.</p>	<p>The school's English lead has rewritten the medium-term plans for English and these have been in place for a full academic year with pleasing results in progress. The English lead has also had a review of assessment of writing, and has introduced a new bespoke assessment for writing.</p>
<p><i>Opening Worlds Curriculum renewal</i> Total: £1,500.00</p>	<p>The Opening Worlds curriculum has been proven to build on children's taught knowledge, develop key vocabulary, and enable them to retain more knowledge.</p>	<p>Pupil conferencing has shown that children are learning new vocabulary and remembering more of the humanities curriculum by making links between subjects and previous learning.</p>
<p><i>Sam Jones Supervision</i> Total: £3,000</p>	<p>Supervision and Counselling can and do have a positive impact on staff well-being and attendance, when dealing with SEMH difficulties, including anxiety, bereavement, stress and trauma.</p>	<p>The uptake for counselling services has been high amongst school staff. A recent staff survey has shown that staff appreciate the service and support offers, and this has a positive impact on attendance and performance. From September, we will reduce the number of sessions that individuals can access, and use Education Support to supplement this.</p>
<p><i>Primary PE Planning</i> Total: £695</p>	<p>Expanding our PE curriculum enables us to double our PE provision. This gives children double the time to engage in physical activity, which has a positive impact on physical and mental well-being.</p>	<p>Feedback from staff has been very positive about this scheme, and the children are now putting the skills learned through Real PE into practice in a range of team sports. It has also meant that we have been able to expand our provision to include yoga and martial arts.</p>
<p><i>Course Fees</i> £525</p>	<p>Ensuring all staff are trained to the highest standards in pedagogy, including early reading, maths and interventions, ensures that all children have equal access to the curriculum.</p>	<p>Ongoing training in RWI has meant that the school has a very strong team of skilled reading teachers across all phases of the school.</p>

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

Budgeted cost: £127,401.00

Activity	Evidence that supports this approach	Evaluation
<i>Extra tutoring and follow up support including Complete Maths and Phonics tuition</i>	Using data to target groups and individuals for further tutoring and support through metacognitive learning – impact as evidenced in the EEF	Of 6 year 5 children receiving maths booster support, all 6 are now on track for age-related. Of 5 year 4 children receiving maths booster, 3 are on track for age-related, with 2 working in stage 4. Of 16 year 2 children receiving additional phonics support, 7 are on track for age-related and 9 have made 3 or more points progress from their low starting point.
<i>Booster support, including Bookmark Readers</i>	EEF research has found that booster support, preferably with class teacher for less able is most effective	Of 10 children receiving year 5 Reading support, 8 children are on track for age-related. Of 7 children receiving year 4 Reading support, 4 children are on track for age-related, with 3 now working within stage 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.	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. During Performance Management meetings, support staff have shown a clear understanding of the progress made by the pupils in their intervention groups.
<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.	Although we have seen improvements in children's speech and language, after discussion, we have decided to use WellComm moving forward for speech and language development. It is felt that WellComm enhances learning across the curriculum, whilst NELI can take children out of the learning environment.

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

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

Budgeted cost: £54,864.99

Activity	Evidence that supports this approach	Evaluation
<p><i>AG Education Consultancy – Attendance</i> Total: £2,499.99</p>	<p>Evidence shows that improved attendance leads to improved outcomes for pupils, in progress, S&amp;L, and well-being.</p>	<p>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. There have been 136 referrals made for Early Help due to poor attendance, with 31 SARM meetings taking place.</p>
<p><i>Malachi family and pupil support</i> £9,900</p>	<p>Families who receive support develop the skills that make them more able to support the well-being of their children, and so improve their attendance and outcomes.</p>	<p>In the past year 10 families have received support through Malachi. Having evaluated the outcomes and cost, we have decided to work with an alternative FSW from the DLP project, who offers bespoke support tailored to the needs of our families, alongside additional family support work with the school's Pastoral Lead.</p>
<p><i>Grow to Learn – gardening and outdoor learning</i> £8,000</p>	<p>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.</p>	<p>Pupil Premium children have been targeted for small group interventions, which have had a positive impact on their wellbeing, and ability to access their learning. This year, we have also extended provision to EYFS, with all reception children taking part in the Grow to Learn initiative, in so doing further improving our outside provision.</p>
<p><i>Peripatetic tuition –</i> £5,687.00</p>	<p>Music tuition allows pupils access to the wider curriculum and increases cultural capital.</p>	<p>Children accessing music tuition has increased in years 5 and 6, following all children accessing it in year 4. Attendance on music days has improved across year groups. Children also have the opportunity to perform to their families.</p>
<p><i>Sports Development UK After School Clubs and Sports Coaching.</i> £2,950.00</p>	<p>Children's ability to access extra-curricular activities, including sports, social skills and self-esteem interventions, has a positive effect on their physical and mental well-being, including attendance.</p>	<p>After school clubs continue to be well attended with 50% being PP children. This has led to us trialing additional after school clubs for dance and yoga.</p>

<i>Graffiti Workshop</i> £807.00	Graffiti workshops allows pupils access to the wider curriculum and increases cultural capital along with developing self-expression and creativity.	Unfortunately, the workshop didn't go ahead this year due to contractual issues.
<i>Aziz Coaches Transport</i> £5,910.00	By subsidizing the cost of transport, more families are able to access educational visits and extra-curricular trips at a reduced price.	Coach subsidies have meant that more PP families are able to access educational visits as they are paying a reduced cost. Therefore, more PP children are accessing valuable learning experiences.
<i>Complete Mathematics</i> £2,976	EEF research has found that booster support, for less able is most effective.	Of 13 PP pupils in year 3, 10 are on track to be age-related at the end of the year. Of 15 PP pupils in year 5, 13 are on track to be age-related.
<i>Bookmark Readers</i> £1,440	EEF research has found that booster support, preferably with class teacher for less able is most effective.	Of 13 PP pupils in year 3, 10 are on track to be age-related at the end of the year. Of 15 PP pupils in year 5, all 15 are on track to be age-related.
<i>Pastoral Care and Mentoring</i> £14,695	Ofsted says 'School staff should give a high priority to providing pupils with skills that enhance their emotional well-being, so that they can learn well from the minute they begin their school day'.	Having a designated role of SMHL and Pastoral Lead has meant that there is one person responsible for coordinating all wellbeing, children's and family support work. This enables us to create bespoke support that is tailored to the needs of our staff pupils and their families.

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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 summer term 2024.

There will be an updated summary available by the end of the summer term 2025.

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