

# Yorkmead J&I School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	451
Proportion (%) of pupil premium eligible pupils	53% (239)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-26
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
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	<b>£310,682:00</b>
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	<b>£310,682:00</b>

# 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, along with family support for our vulnerable families, 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.

The cost-of-living crisis has presented us with unprecedented challenges in the past 3 years, ranging from poor housing, low income, unemployment, disability, 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, balanced and knowledge rich 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 and physical 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 (2026)
Early identification of Speech, Language and Communication issues, leads to swift support being implemented, enabling all children equal access to the curriculum.	Reception and key stage one staff to complete Infant Language Link of all reception pupils. Early identification of pupils requiring support to complete the Infant Language Link program. Inclusion Team to assess S&L of in-year arrivals TA to plan and deliver interventions for S&L needs with Junior Language Link.	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 Infant and Junior Language Link, interventions, Pupil Progress, ITPs.	
All pupils including PP, SEND & SEMH are identified early. Appropriate support enables them to make accelerated progress across the curriculum, with targeted interventions in place to enable them to access all areas of the curriculum. Families of PP children will receive support when required, including from the school's FSW and 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 (2026 cohort). Interventions and support targeted to pupils, families and staff. Inclusion Team carry out early assessment identification of all pupils for support, from early years through to newly arrived and from other settings. Family Support Worker in place to support vulnerable families.	SMHL and Pastoral Lead works alongside SENDCO. Systems in place to identify and intervene in SEMH cases and family support issues. Provision Map in place. All stakeholders know how to access support. Evidence: Interventions, Provision Map, My Concern, case studies. Gold standard award. Pastoral lead, SENDCO and Family Support Worker will be in place to support vulnerable families.	

Intended outcome	Actions	Success Criteria	Evaluation (2026)
<p>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. Standard of teaching across the school will be consistently good or better.</p>	<p>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&amp;L issues. 'WalkThrus' training for all staff to continue to improve the overall quality of teaching. ECT mentor will continue to support new staff to ensure that their teaching is of a very high standard.</p>	<p>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. Standard of teaching across the school will be consistently good or better.</p>	
<p>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.</p> <p>Breakfast Club Programme through Greggs.</p>	<p>PP pupils targeted for clubs, visits, music and extra-curricular activities (after-school clubs, 'Grow to Learn', Sports Clubs, Dance and Yoga, Music service etc.) Cost reduced or waived for PP pupils. Pastoral Lead to identify families that may be in need of support and refer to FSW and other agencies. Educational visits maybe subsidized for families identified as vulnerable. PE Leader to increase links with external providers, e.g., CSP. Increase capacity for Breakfast Club, targeting PP families and those with attendance / punctuality concerns.</p>	<p>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.</p>	
<p>Attendance and punctuality of all pupils, particularly those who are persistent absentees is improved.</p>	<p>AG ED Consultancy to work with school and families on attendance. School employs a p/t welfare officer. Soft starts to encourage early arrival. School moved to full-time on a Friday summer term 2023. FSW to support families with attendance issues.</p>	<p>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.</p>	

## 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: £65,602**

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>Sports Coach</i> Total: £29,000	Sports coach will deliver interventions, including social skills and sports coaching. In addition, they will become an expert in the PE planning and will support class teachers to deliver PE lessons and improve teachers practice in teaching PE.	2, 3, 4, 5
<i>ECT Mentor</i> £28,052	The Tudor Grange ECT programme is an Ofsted-rated Outstanding provider offering a flexible, school-based training experience designed to support early career teachers (ECTs). It focuses on developing both the practical skills and theoretical knowledge needed for a successful teaching career, with a strong emphasis on mentorship and personalized learning. An experienced in-school ECT mentor can offer bespoke support and develop teacher's skills at a rapid pace.	1, 2, 3
<i>Infant Language Link</i> £750	Improved language and communication skills enable children to access all areas of the curriculum at a higher level.	1, 2, 3, 4
<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

<i>Maths No Problem Training</i> £320 (2 sessions for 2 staff)	Recognised CPD in our schemes of work will improve the quality of teaching for new staff and ECTs.	2, 3
<i>Maths resources</i> <i>Mathletics and TTRS</i> £2,500	EEF research has found that booster support, particularly for less able, is most effective.	2, 3

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

**Budgeted cost: £106,422**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>Infant Language Link assessment and support</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> (£17,465)	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: £86,868**

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>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> £5,000	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>Inclusion Team support (CD)</i> £19,000	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
<i>1:1 Inclusion Team support for high profile pupils (FA)</i> £29,100	Additional adult to give support for our high profile EYFS pupils to enable them to access curriculum alongside their peers.	1, 2, 3, 4

**Total budgeted cost: £258,892.00 Contingency £51,790**

## 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 2024 to 2025 academic year.

#### **EYFS GLD** (National 68.5%)

71.6% of all pupils achieved GLD combined (43/60)

69% of PP pupils achieved GLD (20/29 children)

74% of non-PP pupils achieved GLD (23/31 children)

#### **Phonics screening Y1** (National 80.5%)

75% of all pupils passed (42/56 children)

74% PP pupils passed (20/27 children)

76% of non-PP pupils passed (22/29 children)

#### **Times Tables Check Y4 scoring 25** (National 38.4%)

47% of all pupils (30/64 children)

48% PP pupils (13/27 children)

46% of non-PP pupils (17/37 children)

#### **Key stage 2 SATs**

Subject	Measure	All children	PP	Non-PP	National (Preliminary)
Reading	Attainment	77.8%	77.1%	78.6%	75%
Writing	Attainment	62%	57%	68%	72%
Maths	Attainment	76.2%	68.6%	85.7%	74%
Combined	Attainment	57.14%	51%	61%	62%



## 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
Real PE	Jasmine Real PE
Maths No Problem	Singapore Maths

# Evaluation of Previous Year's Pupil Premium Spending

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

Budgeted cost: £8,351

Activity	Evidence that supports this approach	Evaluation
<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.	Pastoral and SMHL has made 16 referrals of staff to Sam Jones to assist with SEMH needs. Feedback from staff is that this service is much needed and greatly appreciated. This service has helped with a number of staff's attendance and performance.
<i>Employee Assistance Programme 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.	The use of EAP has meant that we have been able to reduce the number of sessions individual staff have with Sam Jones, enabling more staff to access her services over time. Staff in need of longer-term support or support for family members can then access the services of EAP.
<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.	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
<i>Complete Mathematics</i> £2,976	EEF research has found that booster support, for less able is most effective.	Of 6 year three children, 4 made 2 points progress and 2 made 3 points progress. Of 6 year four children, 3 made 2 points progress, 2 made 2 points progress and 1 made 4 points progress.
<i>Bookmark Readers</i> £1,440	EEF research has found that booster support, for less able is most effective.	Of 4 year five children, 2 made 2 points progress and 2 made 3 points progress. Of 3 year four children, 2 made 3 points progress and 1 made 4 points progress. Of 4 year three children, 2 made 2 points progress and 2 made 3 points progress.

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

**Budgeted cost: £160,640**

Activity	Evidence that supports this approach	Evaluation
<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	Of 6 year 5 children receiving maths booster support, all 5 are now on track for age-related. Of 6 year 4 children receiving maths booster, 5 are on track for age-related, with 1 working towards. 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</i>	EEF research has found that booster support, preferably with class teacher for less able is most effective	Of 11 year 6 SEN children receiving maths support, 6 are on track for age-related. In writing, 2 are EXS, 7 are WTS and 2 are PKS. In reading, 4 are working at EXS with 5 working within stage 6 and 2 working below.
<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.	Evidence gathered through Pupil Progress meetings, barriers to learning and progress data, have shown that additional support for PP children has had a positive effect on progress. Moving forward a targeted approach to interventions is being implemented which will utilize the skills of support staff for interventions across the school, e.g., phonics or numeracy.
<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.	Although we have seen improvements in children's speech and language, after discussion, we have decided to use Infant and Junior Language Link moving forward for speech and language development. Staff who delivered the programme felt that it gave the most progress and the fact that it works with junior age children will benefit our

		growing number of new arrivals.
<i>Pastoral Lead and Family Support Work</i>	The World Health Organization defines mental health as 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.	Pastoral and SEMH support this academic year: FSW: 47 families Play Therapy: 6 families Grow to Learn: 64 pupils Coaching and social skills: 105 pupils Staff counselling: 16 Overall: 238

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

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

**Budgeted cost: £63,369**

Activity	Evidence that supports this approach	Evaluation
<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.	School employs a welfare officer, who deals with punctuality and attendance. A member of office staff is in place to follow up on attendance and punctuality. There have been 113 Early Help offers, with 24 FAM meetings and 4 FAM reviews taking place.
<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.	In the past academic year, the school's Pastoral Lead has made 47 referrals to the FSW who offers bespoke support tailored to the needs of our families, alongside additional family support work with the school's Pastoral Lead. As the number of Pupil Premium children grows, so does the need for early identification and targeted support for our vulnerable families.
<i>Beyond the Horizon Children's Play Therapy and Counselling services</i> £3,510	Counselling and Therapies enable children who have experienced trauma, bereavement, anxiety, domestic abuse etc. to overcome trauma and be more readily prepared to access their learning.	This academic year, 6 families have received support from Beyond the Horizon. One parent commented that their 'child seemed to have had a weight taken from her'. Another parent said 'I can't thank you enough for the difference this will make to us all'.

Activity	Evidence that supports this approach	Evaluation
<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.	Over this year, 64 PP children have been targeted for small group interventions, which have had a positive impact on their wellbeing, and ability to access their learning. This has improved outcomes and attendance for these children. We have extended provision to EYFS, with all reception children taking part in the Grow to Learn initiative, in so doing further improving our outside provision and our children's wellbeing and knowledge of growth.
<i>Peripatetic tuition</i> £7,307.50	Music tuition allows pupils access to the wider curriculum and increases cultural capital.	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.
<i>Sports Development UK After School Clubs and Sports Coaching.</i> £2,950.00	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.	After school clubs continue to be very well, attended across years 1 to 6, with 50% being PP children. We have decided to develop our provision of after-school clubs, interventions and PE support to upskill our teaching staff by creating a role in-house.
<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.	Dance and Yoga after-school clubs were well attended by children from years 1 to 6. Children from years 1 to 3 all benefitted from relaxation workshops from a different supplier (Steve Groves).
<i>ELSA Training</i> £1,450 +£500 supervision cost £1,950	By investing in staff training for the ELSA programme, 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.	Unfortunately, the Ed psych service did not run this training in 2025. We are hopeful that this will go ahead in spring 2026.
<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.	Subsidised breakfast club: 5 families Subsidised school dinners: 3 families School uniforms: 3 Educational visits: 15 families Travel costs: 1 family
<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.	The additional adult within the Inclusion team has worked effectively with children across all year groups, including SEND,

		newly arrived and children with complex SEMH needs. This support has enabled them to integrate into the classroom and access the wider curriculum.
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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 summer term 2025.

There will be an updated summary available by the end of the summer term 2026.

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