



Yeadon Junior School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

[‘Menu of approaches’: evidence brief and supporting resources High quality teaching](#)

[Using pupil premium: guidance for school leaders - GOV.UK](#)

School overview

Detail	Data
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	36% PPG
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	27.11.24
Date on which it will be reviewed	Autumn 2 2025
Statement authorised by	Michael Hall, Headteacher
Pupil premium lead	Tom Melmoth
Governor lead	Nimesha Nathoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,449

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£287929

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who are new to the country, those who have no recourse to public funds, those who may not meet the PPG criteria but are under-resourced or those with a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

'The foundation of an effective approach to addressing disadvantage is that a school's strategy should focus on the impact of socioeconomic disadvantage on learning.' Marc Rowland

We believe that children are not at risk from underachievement because of any label; rather it is because of the socioeconomic impact on their learning. The sooner that we can intervene, the better the chance of success, giving children the best chance of enjoying and thriving throughout their school career.

Challenges

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

Challenge number	Detail of challenge
1	Mental Health and Well being - From observations and assessments we identified this as a challenge for some of our disadvantaged pupils and families, which then impacts the social and academic development and achievement of some of our pupils.
2	Vocabulary and oracy - Vocabulary and oracy has been identified through assessments and observations as a challenge for many of our disadvantaged pupils. Generally, they can show difficulties with language acquisition, phonics, reading and the transference into writing.
3	Attendance and punctuality - Attendance figures show attendance among our disadvantaged pupils is below those of our non- disadvantaged pupils. The rate for persistent absentees is above national. Our data shows attendance is having an impact on the academic achievement of this group.
4	Reading and English Language acquisition for new arrivals - Increasing mobility and in year EAL arrivals mean the need for EAL reading catch-up and targeted support is high in order to prepare children for secondary schools.
5	Engagement in extracurricular opportunities - feedback from our community is that a decrease in accessibility to enrichment opportunities and the increased cost of living means more children are not having the opportunities to experience personal and social development and wellbeing associated with extra-curricular activities.
6	Maths – Assessments show us that disadvantaged children are significantly behind with their maths throughout the school.

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>Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.</p> <p>Improved attainment for disadvantaged pupils in maths. With a focus on application of skills into reasoning and a secure understanding of arithmetic.</p>	<ul style="list-style-type: none"> • Diagnostic tools used to effectively diagnose gaps in learning for individual children informing effective targeted teaching and individualised intervention. • Number of children requiring additional intervention and support for reading/phonics decreases over time. • Increased % of pupils meeting the expected standard in reading in all year groups. • Quality of teaching improves.

	<ul style="list-style-type: none"> ● Staff CPD sessions show impact in all classrooms through effective implementation. ● % of disadvantaged children meeting the ARE expectation for writing increases at the end of Y6. ● Increase in the % of children meeting GDS for writing at the end of Y6. ● Lessons are scaffolded where necessary and the curriculum is effective for all groups. ● In-year assessments show an increase in standards and achievement and children making progress in core subjects. ● Provision for SEND is responsive to need and addresses barriers to and gaps in learning.
<p>Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs.</p>	<ul style="list-style-type: none"> ● Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets. ● Children are settled and can self-regulate in lessons and at other times in the school day, such as playtimes and lunchtimes. ● Reduction in dysregulated behaviours. ● Children show they are independent learners and can confidently talk about their learning. They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment. ● Children are confident, can talk clearly about their learning and make decisions alongside adults in school (pupil voice). ● Playtimes encourage purposeful play. ● Children communicate with positive behaviours and use their imaginations.
<p>Increase in parental engagement and pupil attendance</p>	<ul style="list-style-type: none"> ● Improvement in attendance ● Reduction in the number of children with persistent absenteeism ● Increased attendance resulting in increased attainment. ● Pathways of communication between school and home are clear and relationships developed. ● Parents and pupils accessing online platforms e.g Doodle learning, Google classroom and Carousel show an increase in usage and engagement.

	<ul style="list-style-type: none"> ● Increased parental confidence and engagements – parent voice and feedback evidenced.
Access to wider opportunities and experiences	<ul style="list-style-type: none"> ● Improvement in regulation and learning behaviours. ● All children accessing wider experiences in every year group- trips and visits, residential and cultural experiences. ● External companies and visitors sourced and invited in with a focus on developing cultural capital. Children show an awareness of the wider world. ● Increased oracy and purposes for writing and development of the wider curriculum and knowledge of the world.

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

Budgeted cost: £ 96375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Daily LKS2 and UKS2 phonic/reading intervention (little Wandel and Fresh start) led by a member of support staff to secure understanding and close the reading gap. CPD and coaching from reading lead to support. ● Professional Development sessions focusing on increasing standards in all aspects of English – Spoken language, vocabulary, writing, spelling handwriting and sentence structure. ● Staff Professional development (CPD) and access to Pedagogic materials (Walkthrus) referred to in training ● Instructional coaching programme for Reading, Writing and Mathematics coaching 	<p>-EEF Guide to the Pupil Premium Autumn 2021 (update Sept 2023) EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils</p> <p>-EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has ‘very extensive’ evidence to suggest it will be effective.</p> <p>- Great Teaching Evidence Review – June 2020 ‘Activating Hard Thinking’ and the principles of learning – Structuring, Explaining,</p>	1, 2, 3, 5, 6

<ul style="list-style-type: none"> ● Release time for RSL and year leads for raising attainment meetings - standing focus on under-resourced pupils ● Osiris Outstanding teaching intervention programme for staff (all post-ECT teaching staff over three years) ● MITA training for all teaching support staff focussing on Quality First Teaching and adaptations ● Reading TA to support access to library and accurate use of PM benchmarking to support children to read quality texts. ● NPQ programmes for targeted staff ● Investment in texts linked to the wider curriculum ● Purchase, train and embed use of diagnostic tools to screen pupils for primary needs and therefore set effective ● Team Around the Child (TAC) meetings and assigned key workers for children meeting criteria and needing additional support ● Mathematics mastery implementation - coaching for teachers on effective modelling and use of manipulatives - C-P-A approach and NCETM release time for maths team ● Professional Development sessions focusing on increasing standards in all aspects of English – Spoken language, vocabulary, writing, spelling handwriting and sentence structure. ● Training and support for staff in effective feedback which ensures children progress and achieve their full potential. ● Leaders release time to effectively support all staff and develop the quality of teaching and learning across school. ● Cognitive science, metacognition professional development sessions to develop staff knowledge and implementation into the curriculum. 	<p>Questioning, Interacting, Embedding and Activating.</p> <p>- EEF- Impact of School Closures on the attainment gap – June 2020. ‘School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up.</p> <p>The EEF guidance paper for Effective Professional Development (2021) states that PD should support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>Ofsted Inspection Feedback- May 2023</p> <p>EEF Toolkit - Metacognition Other Research/Readings</p> <p>-Rosenshine’s Principles in Action 2019</p> <p>-Teaching Walkthru’s - Five steps to instructional coaching.</p> <p>-DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p>	
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Targeted academic support

Budgeted cost: £61774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Class teacher and teaching support staff release time to target and deliver high quality academic intervention both 1:1 and in small individualised groups. ● Keep up pre & post teaching sessions develop vocabulary, basic skills and address any misconceptions or 'lost learning' in with targeted children ● Implementation of new maths mastery curriculum ● CPD / SIP input on adaption across the curriculum for targeted pupil / groups to then be cascaded amongst teachers ● Phonics 1:1 intervention delivered by trained support staff for children who are below the expected standard in reading. ● Release time for the Phonics Lead to ensure the quality and rigor of phonics teaching across school. ● SEND plans are rigorously evaluated and staff are coached by the SENDCO to ensure targets meet the individual academic needs of pupils. ● Home learning club for targeted pupils ● Implementation of new home learning digital strategy including providing spaces for home learning after school and devices/wifi access to families when identified ● English FlashAcademy online subscription intervention for pupils new to English. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Other Reading/Research</p> <p>The most successful schools recognise that attainment is necessary but not sufficient for success for its most vulnerable pupils.</p> <p>Equity Matters- The Forgotten Third, 2020, Marc Rowland</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> Reading TA trained on PM benchmarking reading intervention 	<p>DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p>	
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Wider strategies

Budgeted cost: £129780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Attendance officer to monitor and challenge attendance of PP children. SEND TA and HLTA trained to deliver ELSA programme and once trained implement with targeted children Disadvantaged children to have funded trips and visit places, including residential trips. To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc. Build school connectedness and community togetherness through houses culture and families and community worker projects alongside programme of community events throughout the year Family and community worker to conduct regular meetings 	<p>-Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf</p> <p>Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF – SEL +4 months)</p> <p>We recognise that some of our children may not encounter wider experiences. We will therefore endeavour to provide our pupils with cultural experiences.</p> <p>We also recognise that following on from the pandemic we acknowledge that the % attendance figures could fluctuate. With this in mind the role of attendance in school needs to be high profile.</p> <p>EEF Behaviour interventions EEF Metacognition and Self-Regulation EEF- Impact of School Closures on the attainment gap – June</p>	<p>1, 2, 3, 4, 5</p>

<p>with families to target attendance and any other concerns. Developing positive relationships with families and the community through family sessions.</p> <ul style="list-style-type: none"> ● Wider opportunities- trips and visits, after school clubs, swimming lessons, music lessons, residential subsidised to ensure opportunities are accessible for all. ● Learning mentor support for pupils identified with teaching staff (Marlborough project, social skills groups, self-esteem group, Seasons for Growth) ● Pastoral team to provide breakfast club daily provided free for any children and families with purposeful activities for children to engage with ● Lunchtime / playtime enrichment activities including the OPAL play programme and additional sports coach ● Investment in quality texts/school library/class library & must reads 	<p>2020 'There is a risk that high levels of absence after schools formally reopen poses a particular task for disadvantaged pupils. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. EEF guidance, 'Working with Parents to Support Children's Learning states; There is an established link between the home learning environment at all ages and children's performance at school. Working effectively with parents can be challenging, and is likely to require sustained effort and support. DFE – Improving School Attendance</p> <p>Other Reading</p> <p>Cognitive, social and physical domains of learning.</p> <p>Experience is an entitlement not just a reference to cultural capital – A Curriculum Of Hope, 2020</p>	
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Total budgeted cost: £ 287929

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Review 2023-24
<p>Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.</p> <p>Improved attainment for disadvantaged pupils in maths. With a focus on application of skills into reasoning and a secure understanding of arithmetic.</p>	<p>2023-24 example outcomes for our disadvantaged pupils:</p> <ul style="list-style-type: none"> ● Reading data: <ul style="list-style-type: none"> <u>Year 3</u> <ul style="list-style-type: none"> - The % of PP chn achieving EXP+ is not far off non PP chn with a difference of 4% less - PP chn are achieving GD in line with non PP chn with a difference of 1% more non PP achieving GD. <u>Year 4</u> <ul style="list-style-type: none"> - PP chn perform better with 13% achieving GD compared to 4% non PP <u>Year 5</u> <ul style="list-style-type: none"> - PP chn performed better than non PP with 51% achieving EXP+ compared to 50% of non PP achieving the standard ● Maths data: <ul style="list-style-type: none"> <u>Year 3</u> <ul style="list-style-type: none"> - More Non PP chn achieved GD compared to PP with a difference of 4% <u>Year 4</u> <ul style="list-style-type: none"> - The % of PP is in line with non PP achieving GD at 6% <u>Year 5</u> <ul style="list-style-type: none"> - The % of PP is in line with non PP achieving GD at 6% ● Writing data: <ul style="list-style-type: none"> <u>Year 3</u> <ul style="list-style-type: none"> - The gap between PP and non PP writers is 3% achieving GD <u>Year 4</u> <ul style="list-style-type: none"> - PP chn do better than non PP writers with 15% achieving GD compared to non PP with 10% achieving the standard <u>Year 5</u> <ul style="list-style-type: none"> - 9% of non PP chn achieved GD compared to 5% PP chn

Year 6

- End of KS2 data 2023-24:

			% Expected standard+ Reading DFE	% Expected standard+ Writing DFE	% Expected standard+ Maths DFE
Pupil	FSM (in last 6 years) ›	41	66%	66%	46% ↓
Premium	Not FSM (in last 6 years) ›	68	66% ⬇	78%	69% ⬇

Catch-up/phonics reading data:

- 16 PP taking part from Aut 2 (23-24) with 4 remaining on the programme by Sum 2 (23-24)

New mathematics curriculum:

Following research and much consideration, we have purchased a new mathematics curriculum to begin at the start of the academic year 2024-25. This is to specifically address the needs of all of our children and address any gaps in the learning.

Targeted academic support:

We have further addressed the quality of our education and teaching offer, with the following additional programmes

- Osiris intervention
- Walkthrus coaching model / approach
- External visits / monitoring from our school improvement partner (KP)
- Internal monitoring processes, e.g. subject development days

Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs.

We have embedded specific interventions that address the social and emotional needs of our children. These include:

- Emotional Literacy Support (ELSA)
- Seasons for growth
- Social Skills
- Specific support around family bereavement

We also have a range of parental support groups accessible from our school community house, including:

- Positive Parenting

	<p>- The Marlborough Programme</p> <p>We have built-out our playtime / lunchtime offer for all children. We have focused on a wide variety of activities for them to take part in, including sports, debate, puzzles and problem-solving activities with a view to developing their social skills and wellbeing. We have also designed specific Chill Out zones for them to use if required.</p> <p>We have a large breakfast club offer for our pupils, with a variety of activities for them to take part in, including reading, mindfulness drawing / puzzles and problem-solving activities with a view to developing their social skills and wellbeing.</p> <p>Positive reframing and restorative conversations used as a school-wide strategy inline with our school character virtues, to reduce conflict with children. Key pupils have shown positive responses to these strategies and more extreme behaviour incidences have reduced.</p> <p>Case studies available.</p>
<p>Increase in parental engagement and pupil attendance</p>	<p>We have held a range of parent meetings and workshops e.g. around home learning and further supported these with the use of our school community house to offer workshops and parent support groups with the aim of increasing parental wellbeing and engagement.</p> <p>Whole school attendance for the 2023-24 academic year was 93.2% just below the national expectation of 96%.</p> <p>Persistent absenteeism was at 21.6%</p> <p>We have a dedicated school team who meet regularly to target those children / families who need further support around pupil attendance and that do not meet the attendance threshold.</p> <p>Parents have been supported with a referral to the stronger families team for a range of concerns from domestic abuse to housing benefits and over the course of this year 19 families have been supported by our Pastoral Team relating to a range of issues.</p>
<p>Access to wider opportunities and experiences</p>	<p>We aim for each year group to complete an extra-curricular school trip each half term, with the aim of supporting and reinforcing pupils' learning across the wider curriculum.</p>

	<p>We have continued to offer free trip places to all pupil premium families and ensured all pupils attend all class trips and visits. This has ensured greater engagement in class lessons and all pupils being able to find links with information they have learnt on trips and class.</p> <p>The number of pupils accessing our co-curriculum launched in January 2024: Spring 2024: 408 Summer 2024: 317 Autumn 2024: 390</p> <p>All pupil premium children have been offered their first choice for a club and our pastoral team have ensured that all clubs to this point have been 50% pupils in receipt of PPG. The cost of one club place being £20 covered by our pupil premium funding.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle: Letters and Sounds Revised	Little Wandle Ltd
The Write Stuff	The Training Space
Maths Mastery	ACP Plus
PKC Curriculum	The Knowledge Schools Trust
Doodle Learning	Discovery Education
Carousel	Carousel Learning