Pupil premium strategy statement – Yeo Moor Primary School

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.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kirsty Jones
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	David Branch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,905
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*	£85,905

Part A: Pupil premium strategy plan

Statement of intent

At Yeo Moor Primary School, we are committed to ensuring that every child thrives—academically, socially, and emotionally. We place children at the heart of every decision we make and every action we take. Our vision is to provide an inclusive, inspiring education where individuality is valued and all pupils are equipped with the knowledge, skills, and values to become lifelong learners in an ever-changing world.

We have an unwavering belief that all pupils can succeed, regardless of background, belief system, race, ethnicity, class, culture, gender, language, lifestyle, SEND or EAL. Our Pupil Premium strategy reflects this belief and is designed to reduce inequalities in outcomes and promote equity across our school community.

We recognise that every child eligible for the Pupil Premium Grant is an individual, each with their own strengths, challenges, and aspirations. Our approach is shaped through meaningful consultation with pupils, staff, governors, and families, and is grounded in evidence-based strategies that support both academic achievement and personal development.

Our Intentions Are To:

- Ensure disadvantaged pupils achieve academic standards in line with or exceeding their peers, particularly in reading, writing, and maths.
- Support pupils to be 'ready to learn' through high-quality pastoral care and targeted social, emotional, and mental health support.
- Use high-quality teaching as the primary driver for closing attainment gaps, supplemented by proven, time-limited interventions.
- Provide exceptional quality first teaching and a knowledge-rich curriculum that prioritises language, vocabulary, and oracy development.
- Deliver targeted interventions such as reading fluency support, phonics boosters, and TA-led sessions, tailored to individual needs.
- Promote regular attendance and remove barriers that may hinder access to learning or enrichment opportunities.
- Monitor progress rigorously and use assessment data to inform strategic decisions and personalised support.
- Encourage Free School Meal take-up through sensitive, supportive engagement with families, recognising the vital role parents and carers play.
- Offer access to extra-curricular activities and enrichment experiences that enhance emotional wellbeing and engagement, using clear criteria to ensure impact.

- Provide CPD for staff that enhances their ability to support disadvantaged learners and ensures consistency in approach across the school.
- Work collaboratively with multi-agency partners, the Futura Learning Partnership Trust, and governors to ensure accountability and maximise the impact of Pupil Premium funding.

Through the persistent pursuit of excellence and inclusive practice, we aim to secure exceptional outcomes for all pupils, including those who are disadvantaged, vulnerable, or have additional needs.

Challenges

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

Challenge Number	Detail of Challenge
1	**Attainment gaps in core subjects**: Assessment data shows that disadvantaged pupils at Yeo Moor perform below their peers in reading, writing, and maths.
2	**Attendance and punctuality**: Disadvantaged pupils have lower attendance rates and punctuality compared to their peers, impacting continuity of learning.
3	**Speech, language and communication**: A significant number of Pupil Premium children enter school with underdeveloped language and communication skills, which affects access to the curriculum.
4	**Social, emotional and behavioural needs**: Many disadvantaged pupils face challenges with emotional regulation, resilience, and behaviour, which can hinder learning and relationships.
5	**Parental engagement**: Engagement with home learning and wider school life is lower among some families of disadvantaged pupils, limiting opportunities for partnership and support.
6	**Access to enrichment opportunities**: Disadvantaged pupils often have fewer opportunities to participate in extracurricular activities and cultural experiences beyond school.
7	**Special Educational Needs and Disabilities (SEND)**: A proportion of Pupil Premium pupils also have SEND, requiring tailored support to meet complex learning needs.
8	**Learning behaviours and readiness to learn**: Some disadvantaged pupils struggle to demonstrate effective learning behaviours such as focus, independence, and perseverance.

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
Improved attainment and progress in reading	All PP pupils read fluently (minimum 90 words per minute by end of KS2) End-of-year assessments show PP attainment in reading is in line with or above national averages and matches non-PP peers across all year groups
Improved attainment and progress in maths	All PP pupils master times tables to 12×12 by end of Year 4 End-of-year assessments show PP attainment in maths is in line with or above national averages and matches non-PP peers across all year groups
Improved attainment and progress in writing	All PP pupils demonstrate accurate sentence structure and coherent writing End-of-year assessments show PP attainment in writing is in line with or above national averages and matches non-PP peers across all year groups
Strong progress in speech, language and communication	PP pupils make accelerated progress from low starting points to meet Early Learning Goals Pupils in targeted interventions (e.g. Wellcomm) show measurable gains in language development
Increased attendance and punctuality	PP attendance is above 95% and in line with or exceeds national averages Reduced lateness and persistent absence among PP pupils Children settle quickly and enjoy school life
Greater parent/carer engagement	100% of PP parents attend consultation evenings and curriculum workshops

	PP parents and carers regularly engage with home reading and Numbots/TTRS Positive feedback from parent/carer questionnaires and increased involvement in school life
Broader access to enrichment opportunities and cultural capital	All PP pupils participate in at least one extracurricular club or event annually (Years 1–6) All PP pupils experience an enrichment visit or residential by the end of KS2 No PP pupil excluded from trips or experiences due to financial barriers Pupils demonstrate increased knowledge, vocabulary, and confidence in applying learning
Effective support for pupils with SEND or additional needs	PP pupils with SEND make expected or better progress from their starting points Individual targets are met and provision maps show impact Pupils are well supported by qualified staff and inclusive practices
Improved social, emotional and behavioural wellbeing	All PP pupils receive tailored pastoral support, if required, that meets their individual needs Behaviour incidents among PP pupils are in line with non-PP peers Pupils demonstrate emotional regulation, resilience, and readiness to learn
Strong outcomes in EYFS for disadvantaged pupils	Minimal attainment gap between PP and non-PP pupils across all EYFS curriculum areas All PP pupils meet age-related expectations in Prime and Specific areas Whole-class teaching and interventions are targeted, monitored, and show positive impact

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: £21,000.00

PP Lead £5,000.00

Curriculum Lead £5,000.00

Reading Lead £5,000.00

Coaching: £3,000.00

Oracy: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for All (PP First approach) *Mastery learning, collaborative learning, peer tutoring, small group work, and effective feedback embedded in teaching practice*	EEF identifies these strategies as having significant impact on pupil progress and attainment	**1, 2, 3, 5**
Targeted 1:1 PP Booster Mentoring *Small-steps targets set and reviewed regularly*	EEF shows 1:1 support and feedback have high impact on progress	**1, 2, 3, 4**
Times Tables Intervention for PP Pupils	EEF highlights the value of targeted numeracy support and feedback	**1, 2**
Phonics Teaching and Targeted Intervention *Resources purchased to support delivery*	EEF reports phonics approaches yield an average of five months' additional progress	**2, 3, 5**
Speech and Language Intervention *Including Wellcomm*	EEF shows communication and language approaches lead to six months' additional progress, especially for disadvantaged pupils	**3, 5, 6**
Yeo Moor Reading Strategy *Daily comprehension lessons, reading homework, fluency*	EEF identifies reading comprehension strategies as	**1, 2, 3**

interventions, and library engagement	high-impact; reading is central to our curriculum	
Curriculum Leadership and Curriculum *Metacognition, oracy, inspiring texts, and powerful learning experiences*	EEF supports metacognition and self-regulation as high-impact strategies	**1, 2, 3, 4**
Voice 21 Oracy Partnership	EEF highlights oracy as a high-impact strategy for vocabulary and spoken expression	**1, 2, 3**
Leadership Coaching for New Team Members	EEF notes strong leadership influences school culture, teacher outcomes, and retention	**1, 2, 3**
Curriculum Workshops for Parents *Led by class teachers and headteacher*	EEF shows parental engagement has moderate impact; improves home learning and school connection	**5, 6**
Use of Pastoral Team (Learning Mentor, Thrive Practitioner, Nurture Lead) *Supports attendance, SEMH, parental engagement, and behaviour*	EEF supports parental engagement and multi-agency collaboration for improved outcomes	**1, 2, 3, 5, 6**

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

Budgeted cost: £30,000.00

Teachers £5,000.00

HLTA & LSA £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 Reading Intervention *Focused support for all PP readers to reach fluency benchmark of 90 words per minute*	EEF shows 1:1 intervention has high impact on progress; fluency below 90wpm is a barrier to reading comprehension	**1, 2, 3**
Daily Small Group and 1:1 Catch-Up Support by TAs and Teachers *Structured sessions in reading, writing, and maths*	EEF identifies small group and 1:1 support as highly effective for accelerating progress and addressing gaps	**1, 2, 3, 4**

Phonics Booster Groups Led by Specialist TAs and Phonics Lead *Targeted support for pupils not yet secure in phonics*	EEF reports phonics approaches yield strong gains, especially for disadvantaged pupils	**1, 3**
Wellcomm Training for EYFS and Preschool Teams *Communication and language development through structured intervention*	EEF shows communication and language approaches lead to approximately six months' additional progress, particularly for disadvantaged pupils	**3, 5**
Pre- and Post-Teaching 1:1 Support *Individualised instruction to reinforce and preview key learning*	EEF highlights 1:1 tuition and individualised instruction as high-impact strategies	**3, 5, 6**
Speech and Language Interventions *Including Wellcomm, Voice 21 and vocabulary development strategies*	EEF shows communication and language approaches lead to significant progress, especially in early years	**3, 5**
Structured Writing Support *Focus on sentence structure, coherence, and grammar*	EEF highlights structured writing approaches as effective for improving outcomes	**3**
Targeted Maths Support *Including times tables mastery and fluency interventions*	EEF supports targeted numeracy interventions for foundational maths skills	**2**
Use of Assessment to Inform Intervention *Regular progress tracking to adapt support*	EEF supports data-informed instruction and responsive intervention	**All challenges**

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

Budgeted cost: £34,905.00

Learning Mentor £26,000.00

Trips/Enrichment £4,905.00

Breakfast and Afterschool Club £3,000.00

In-year resources £1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Thrive Approach *Embedding social and emotional learning across the curriculum*	EEF identifies SEL interventions as having a moderate impact for low cost, improving emotional regulation, decision-making, and relationships	**5, 6**
Learning Mentor Support *Caseload management, early identification, behaviour tracking (CPOMS), and family engagement*	EEF shows SEL and behaviour interventions have moderate impact; valued by families and staff	**5, 6, 7**
Attendance Monitoring and Support *Fortnightly tracking, CPOMS monitoring, family meetings, incentives, and communication*	EEF supports targeted attendance strategies; improved whole-school attendance but PP gap remains	**1, 2, 4, 6**
Parental Engagement Support *Daily welcome, structured conversations, and curriculum workshops*	EEF shows parental involvement has moderate impact on pupil progress	**2, 5, 6**
Home Learning Opportunity Packs *Providing resources to support learning at home*	EEF identifies high impact for home learning support, especially when aligned with school-based learning	**2, 3, 5, 6**
Wraparound Care Provision *Free breakfast club and subsidised after-school club access*	Research shows a calm, supported start to the day improves learning readiness and wellbeing	**1, 2, 3, 4, 6**
Enrichment Opportunities Within and Beyond the School Day *Clubs, workshops, and cultural experiences*	EEF highlights arts, sports, and outdoor learning as having positive effects on pupil outcomes and wellbeing	**3, 4, 5, 6**
Music Enrichment Workshops *Participation in creative arts to support engagement and wellbeing*	EEF identifies arts participation as having moderate impact on academic learning and emotional development	**1, 4, 6**
Funding for Trips and Residentials *Ensuring no financial barriers to participation*	EEF supports adventure learning and experiential education as drivers of engagement and academic progress	**1, 2, 4, 6**

Careers and Aspirations Focus *Targeted activities to raise ambition and future outlook*	EEF supports aspiration-building as part of wider strategies to improve motivation and outcomes	**5, 6**

Total budgeted cost: £85.905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on disadvantaged pupils in the 2024 to 2024 academic year.

Reading Progress and Attainment

Over the past academic year, Yeo Moor Primary School has made strong strides in improving reading outcomes for disadvantaged pupils. Across the school, there is a clear commitment to developing fluent, confident readers through daily practice, targeted interventions, and a consistent focus on comprehension. Pupils have responded well to structured support, and many have made noticeable gains in fluency and stamina. The school's emphasis on high-quality modelling and the use of reading assistants has helped ensure that disadvantaged pupils are increasingly accessing the full breadth of the curriculum. While there is still work to do, the foundations are firmly in place, and the trajectory is positive. Next steps include embedding a fluency intervention in Years 2-6.

Maths Progress and Attainment

In mathematics, disadvantaged pupils have benefited from a well-sequenced curriculum and a strong emphasis on fluency, reasoning, and recall. The school's approach to times tables mastery has been particularly effective, with pupils demonstrating growing confidence and accuracy in their number work. Targeted support and adaptive teaching have enabled many pupils to close gaps and build secure foundations. Staff have worked hard to ensure that all learners are challenged appropriately, and disadvantaged pupils are increasingly able to apply their mathematical understanding across a range of contexts. The school is well-positioned to continue this upward momentum. Next steps include continuing to ensure children learn through high-quality talk (oracy) in all maths lessons.

Writing Progress and Attainment

Writing has been a key focus area this year, and the school has responded with energy and ambition. Disadvantaged pupils have been supported through targeted interventions, structured feedback, and a renewed emphasis on sentence construction and coherence. The introduction of new assessment tools and planning strategies has helped teachers identify and address gaps with precision. Pupils are becoming more confident in expressing their ideas and are beginning to take greater ownership of their writing. While writing remains an area for development, the school's commitment to improvement is clear, and the progress made this year provides a strong platform for future success. Next steps include targeted accurate assessment and interventions.

Family Engagement and Aspirations

Yeo Moor continues to foster a welcoming and inclusive environment where families feel valued and involved. Disadvantaged families have engaged positively with school life, attending workshops, participating in enrichment activities, and building strong relationships with staff. The school's proactive communication and pastoral support have helped strengthen home-school partnerships, and there is a growing sense of shared responsibility for pupil success. Pupils have enjoyed a wide range of opportunities beyond Yeo Moor, and every child has had the chance to experience something new and enriching. This culture of aspiration and inclusion

is a hallmark of the school's ethos. Next steps include developing our offer of extracurricular opportunities.

Social, Emotional, and Behavioural Readiness

The wellbeing of disadvantaged pupils is at the heart of Yeo Moor's provision. Through the Thrive approach, targeted mentoring, and a responsive pastoral system, pupils are supported to manage their emotions, build resilience, and engage positively with learning. Staff know their pupils well and respond swiftly to emerging needs, ensuring that barriers to progress are addressed with care and consistency. Behaviour across the school is calm and purposeful, and disadvantaged pupils are increasingly confident in accessing support and making good choices. The school's holistic approach ensures that every child is ready to learn and thrive. Next steps include ensuring Thrive is embedded in all practice.

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
Afterschool Club	Shine