Pupil premium strategy statement – Yeo Moor Primary School 2024

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	Yeo Moor Primary School
Proportion (%) of pupil premium eligible pupils	17.5%
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)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Roland Lovatt
Pupil premium lead	Sarah Farrell
Governor / Trustee lead	Ann Driver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,240
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£101,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that Pupil Premium children at Yeo Moor excel and achieve the same academic standards as their non-Pupil Premium peers and that they thrive socially and emotionally, reaching their full potential through throughout their school journey.

The purpose of this strategy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. This strategy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In making decisions on the use of the Pupil Premium we:

- Use the latest evidence-based research on proven strategies, which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Are transparent in our reporting of how we use the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource is used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Are mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that disadvantaged pupils are not a homogeneous group and cover a wide range of needs. As such, strategies we use to raise attainment will take these groups and individual needs full into account.
- Use high-quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups.
  Provide funding for some extra-curricular activities using criteria to ensure impact for individual children. The criteria include prioritising those children currently on FSM and where this will impact on the emotional well-being and achievement in school. Discussions will be had with parents to ensure the funds are used strategically to provide high quality provision that has an impact.

Our strategy will target the following key areas:

- **Teaching and Learning**
- **Targeted academic support**
- **Wider Strategies (Personal Development and Pastoral Care)**

Challenges

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

Challenge number	Detail of challenge
1	To improve the attainment in reading across the school, with a particular focus on children from disadvantaged backgrounds.
2	To improve the attainment in maths across the school, with a particular focus on children from disadvantaged backgrounds.
3	To improve the attainment in writing across the school, with a particular focus on children from disadvantaged backgrounds.
4	To achieve and sustain improved attendance with all children, with a particular focus on children from disadvantaged backgrounds.
5	To improve engagement in learning and ability to work confidently and independently, with a particular focus on children from disadvantage backgrounds.

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
PP children's progress and attainment in reading is in line with national average or better and the gap between PP and non-PP pupils has closed by Jul 2024.	• All PP children read fluently - at least 90wpm by the end of KS2 Average PP attainment in EoY assessments is in line with the non-PP cohort in all year groups by summer 2025 (and at least in line with national average attainment).
PP children's progress and attainment in maths is in line with national average or better and the gap between PP and non-PP pupils has closed by Jul 2024.	• All PP children master times tables to 12x12 by end of Y4 Average PP attainment in EoY assessments is in line with the non-PP cohort in all year groups by summer 2025 (and at least in line with national average attainment).
PP children's progress and attainment in writing is in line with national average or better and the gap between PP and non-PP pupils has closed by Jul 2024.	• All PP can use accurate sentence structure and coherently. Average PP attainment in EoY assessments is in line with the non-PP cohort in all year groups by summer 2025 (and at least in line with national average attainment).

PP families are fully engaged in the life of our school, are inspired by their experiences and aspirational about their future.	• Attendance of PP children is in line with national average or better. • The gap between PP and non-PP pupils has closed • Engagement with home learning is in line with non-PP cohort in all year groups. • All PP children experience an enrichment visit/residential by end KS2
PP children thrive in school because learning is made explicit and clear through scaffolding, strong modelling and support to succeed.	• All PP children receive pastoral support that meets their needs • Recorded behaviour incidents among PP cohort are in line with non-PP children • Attendance of PP children is in line with national average or better. Average PP attainment in EoY assessments is in line with the non-PP cohort in all year groups.

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: £57,663

HLTA and TA support £43,011
Reading, writing and oracy lead £14,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Quality First Teaching for all (PP First approach)	The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. Our teaching framework will prioritise these areas.	1, 2, 3, 4, 5
Curriculum Lead to oversee the transition to the Futura Curriculum and ensure the best possible outcomes for PPG pupils. • Reading inspiring writing approach	The EEF toolkit suggests that metacognition and self-regulation strategies have a significant impact on attainment and progress. Our adaptations to the Futura scheme is designed to maximise opportunities to think about learning and develop these competencies.	1, 2, 3, 4, 5

• MLP to support metacognition • Focus on powerful learning opportunities for all		
Reading Lead to deliver Yeo Moor Reading Strategy • Daily, high quality reading comprehension lessons • Reading interventions to ensure that all children are reading at 90 WPM Heron Hub and school library to promote love of reading among all PPG children.	The EEF toolkit suggests that focus on reading comprehension strategies has a high impact on pupil attainment and progress. Reading is at the heart of our curriculum and PP children not reading at ARE will be prioritised.	1, 2, 3, 5
Voice 21 will be used to train teachers in the best ways to bring oracy into the classroom and promote strong articulation.	The EEF toolkit suggest that oracy intervention has very high impact and support learners' use of vocabulary, articulation of ideas and spoken expression. This supports the metacognition focus, as being able to articulate more clearly strengthens their ability to articulate their thinking.	1, 2, 3
HLTA and LSAs are used to provide time for teachers to be coached by experienced teachers to enable them to develop professionally.	The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. Teachers need time to develop their practise, and viewing others and being coached enables this to happen.	

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

Budgeted cost: £14,337

HLTA & LSA £14,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs provide targeted support and tailored programmes to children	The EEF suggests that targeted interventions that are planned by the class teacher to specifically close gaps are beneficial to children.	1, 2, 3

HLTA and LSAs attend training on autism, neurodiversity and oracy	The EEF toolkit suggests that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. By training all staff in how to help children to develop emotionally, all children are then benefiting from being in a class with well-trained adults.	

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

Budgeted cost: £28,100.00

Learning Mentor £29,568.00
Trips/Enrichment £1,900.00
School uniforms £200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to be responsible for a caseload of pastoral care for identified PPG children • Early identification of children with difficulties and needs. • Close tracking of behavioural incidents and actions put in place to support the children (use of CPOMS). • Co-ordination of CMH providers Leads the cluster LM meetings once a term to share good practice.	EEF Toolkit suggests that Social and Emotional learning and behaviour interventions have a moderate impact. The Pastoral Support Team support staff in the school and plan proactive measures to support children. Parents and children value the support and work of the Learning Mentor. OFSTED highlighted outstanding work with regards to personal welfare so this needs to continue.	4,5
Attendance team to monitor PPG attendance. • Fortnightly tracking of attendance data • New attendance system • Use of CPOMS to monitor target families.	Whole school attendance has improved following careful tracking and monitoring, but a gap still exists between PP attendance and the rest. This approach is vital as outcomes for children cannot be improved if the children are not attending school regularly.	4,5

• Attendance meetings (family involvement) with specific targets. • Systematic calling for children who have not attended school. • Attendance incentives and celebrations Information to parents to promote attendance.		
Learning Mentor to support all PP families in order to improve parental engagement with school • Daily welcome and morning support for identified PPG families • Structured conversations.	EEF Toolkit suggests that parental involvement has a moderate impact on outcomes. Parental engagement had improved but more work is required – as evidenced by attendance and home-learning engagement data.	4,5
Extra- Curricular sporting opportunities to support well-being and engagement with school. • Structured play provided to all PPG children via Moor Sports Zone	The EEF toolkit identifies positive gains in the progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.	4,5
Enrichment visits and trips • PPG funding for Y6 camp (£110 deposit paid as needed) • PPG funding to subsidise cost of school trips for all PPG pupils Focus on careers and aspiration targeted at PPG pupils	The EEF toolkit identifies positive gains in the progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.	1,2,3,4,5

Total budgeted cost: £101,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

In most classes, non-PP children outperformed PP children in reading assessments. In KS2 SATS, 50% of PP children achieved the expected standard compared to 77% of non-PP children. 63% of PP children achieved the expected standard in maths compared to 85% of non-PP children. 25% of PP children achieved the expected standard in writing compared to 61% of non-PP children. Across the school, the data for PP children is strong and, in some year groups, in line with non-PP children. Where the data shows PP children not performing as highly as non-PP children, this is often due to additional factors. Quality-first teaching is evident in all classrooms and the bespoke approaches to teaching and learning (the 'Yeo Moor Way') support the progress of learners with high-quality teacher modelling. High quality teaching & learning of reading is established daily practice in all year groups. Specific focus on reading fluency with associated classroom strategies and assessment systems is evident in all year groups.

Targeted Academic Support:

PP booster groups were happening at least once a fortnight. Additional small group support was provided to support reading and writing in KS2. Additional small group support was provided to address gaps following Y4 MTC. The new phonics scheme (Little Wandle) has been rolled out successfully. KS1 have implemented daily high-quality phonics interventions.

Wider Strategies:

CPOMS is used thoroughly by all staff to record issues and concerns. The Learning Mentor reviews all incidents, which allows for early identification of children with difficulties and needs. She is involved in meeting with families and class teachers to put in place behaviour plans or strategies, liaising with clubs to ensure children and families have support, collecting children to bring them to school to take them home so as to support their attendance. ATTENDANCE.

Our new attendance system has allowed us to quickly and efficiently identify those children whose attendance has fallen below our expectations. We use CPOMS to monitor target families and record any actions. We have held attendance meetings with some of our families whose attendance is below where we would expect it to be, identifying both specific targets and the steps needed to reach these. Sometimes this has also required support in bringing children to school / taking them home.

We make sure to call our families where the children have not attended school, to check in with them and ensure we have done all we can to get them to school.

In line with our new attendance system, we have shared lots of clear information with our families to highlight the importance of good attendance, as well as promoting how much more their children will gain from being in school so regularly.

Children who attract the PPG had the cost of educational visits subsidised to ensure that they were able to benefit from the enrichment opportunities with their peers.

To continue with our progress towards the target areas, we will continue with the support as highlighted above. To close the gap in reading, reading assistants will continue to be used. In maths, the use of daily recall of multiplication and division facts alongside high-quality modelling will continue to support children to both know more and remember more.

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
After-school club	Shine