

Pupil premium strategy statement – Yardley Wood Community Primary School

This statement details our school's use of pupil 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	429
Proportion (%) of pupil premium eligible pupils	54%
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)	2024/2025 to 2026/2027
Date this statement was published	April 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Ben Turner
Pupil premium lead	Katie Palmer
Governor / Trustee lead	Sarah Darwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£352,995

Part A: Pupil premium strategy plan

Statement of intent

It is YWCPS intention to use funding to provide resources and opportunities to support disadvantaged pupils in their progress and attainment, in addressing individual needs and in developing the opportunities pupils receive through the curriculum offer. Through a whole school approach that champions equity as well as equality in provision, YWCPS staff take responsibility for setting high expectations for pupils and our aim is for disadvantaged pupils to do as well as their peers in school. We use robust assessment and diagnostic procedures to ensure pupils are individually understood in regards to their academic ability as well as social/economic background so that this can inform Curriculum design and day to day teaching and support.

The current plan directly addresses the use of human and wider resources in ensuring high quality teaching and learning from EYFS through to end of Key stage 2. The school wishes to ensure that barriers to learning are identified and intervened upon early and that pupils are challenged through their learning. Funding also ensures pupils are given the chance to experience wider curriculum activities, outside of developing core subject skills. It is our wish for pupils to have exposure to a range of disciplines for which they can develop their passion and interests in as well providing them with the necessary skills (including ICT) to prepare them for key stage 3 and the world of work.

Our ultimate objectives are:

- To narrow the attainment gap between PP and non-PP children in all core and foundation subjects, so all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas, including progress for those who are already high-attainers.*
- To provide the necessary support, whether it be cohort, class, group or individual intervention or specialist through scaffolding – with the intention that such support be short in time frame and have a measurable impact that enables a pupil to learn more independently.*
- To provide a wide range of opportunities to enhance pupils' cultural capital and life experiences.*

The current strategy works towards achieving these objectives via:

- Strategic deployment of teaching and support staff to provide additional support within the classroom as well providing subject specific support for staff within school focusing on identified areas of the curriculum and needs of children.*
- A carefully planned programme of funded extra-curricular activities and enriching experiences within school hours are embedded across the school, e.g. residential trips, music tuition and lessons, theatre visits, range of extra-curricular, educational visits, external visitors etc.*
- Purchase of digital and physical resources for use at school to support and consolidate learning.*
- Resources and Training for staff to ensure they have the skills and knowledge to support and implement key priorities.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can impact on core skill acquisition and pupil outcomes in Reading, Writing and Maths at the end of Key Stages.
2	Our information sharing and diagnostics indicate that pupils can have socio-economic barriers that require significant support on an individual level and can impact upon progress in learning as well as attendance. Pupils can require significant intervention and support before learning can take place.
3	Through pupil conversations and analysis of data, children do not always have a broad range of experiences outside of the school setting to develop interests in disciplines or be aware of these to influence their future choices.
4	Our attendance is below the national average with a significant percentage of persistent absenteeism and term time leave creating gaps in pupil knowledge and understanding.

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
<i>Improved language development and acquisition of core subject skills at EYFS and KS1.</i>	• Evidence from interventions and support around language in EYFS demonstrates an improvement in communication and language from base line assessments. • Evidence from middle leadership in developing the teaching and learning in EYFS and KS1 shows that teachers are effectively planning for and delivering opportunities for language development, early reading, writing and maths skills. • Summative and Formative assessment outcomes throughout the year show a statistical improvement in progress and attainment. • An upward trend in end of year attainment and progress at the end of Key stages in language, communication and core subjects. • Pupils leave year 1 with a good phonetical awareness of reading (pupils pass the phonics screening test).
<i>Improved outcomes in both progress and attainment for pupil premium pupils across core subjects.</i>	• Evidence of the continued development in teaching and learning across school (in line with evidence-based research) through core subject leader support and mentoring demonstrates that pupils are making good progress in comparison to their peers. • Summative and Formative assessment outcomes throughout the year show a statistical improvement in progress and attainment.

	An upward trend in end of year attainment and progress at the end of Key stages in language, communication and core subjects.
<i>Barriers to learning are effectively challenged and removed for pupils to learn.</i>	- Pastoral support and intervention outcomes show an improvement in pupils accessing learning in school and this is reflected in the progress pupils make. - School attendance figures improve in particular around persistent absenteeism. - Outcomes from therapeutic and wider agency support show successful case studies of pupil's circumstances improving. - Wider curriculum opportunities through Music and extra curricular activities improve the social/emotional factors for pupils.
<i>Pupils can develop preferences and passion for learning across all disciplines in the curriculum.</i>	- Pupils have a range of opportunities to develop their skills in the Humanities, Arts as well as Sciences whilst in school. - Through pupil conversations and book studies school can evidence pupil's experiences across the curriculum - The majority of pupils have opportunity to experience off site curriculum opportunities throughout their time in school and the impact of this can be seen in both learning and personal growth.
<i>School policies are reviewed to support poverty proofing in school to help children improve their perception of themselves and of others</i>	Pupils are provided with equipment, resources and opportunities in school so that expectations on parental expenditure and provision of resources is diminished.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £287,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
To proportionally cover leadership salaries for Reading, Writing, Maths, Science and Computing leaders across school. Leaders to support curriculum development, implementation and work alongside teaching staff in developing high quality teaching and learning within the disciplines to improve language acquisition, oracy and end of key stage outcomes.	Providing opportunity for subject leaders to enhance curriculum and become experts in their discipline to thus support improving the teaching and learning within school will ensure pupils receive high quality teaching across subjects. Collaboration between teaching staff improves subject knowledge and expertise. The principles of learning are regularly reviewed and revisited in CPD and as part of teaching reflections.	1,2
Peri music services years 3 -6 (all pupils). All year three	Investing in high quality expertise to teach wider disciplines such as music allows	2,3,4

pupils to be given opportunity to learn djembe and children have opportunity to learn the keyboard from years 4-6	pupils to experience the best possible provision whilst nurturing and celebrating the Arts within pupils	
Investment in the RWI programme to secure phonics and early reading skills for pupils in EYFS and KS1 as well as being used as intervention support for KS2 pupils including EAL.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF Research shows that on average, disadvantaged children are less likely to have access to books and read with family members. For these reasons they may not acquire the necessary skills for reading and understanding challenging texts. The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	1,2
Investment into JIGSAW curriculum resources to support the social and wellbeing development of pupils	There is compelling evidence that PSHE education — when taught well — helps keep children and young people safe, mentally and physically healthy and prepared for life and work.	2,3
Investment into the White Rose hub for high quality planning and teaching support in Maths as well as guidance and support on closing gaps in pupil learning.	Mastery learning (White Rose approach) will ensure learning is prioritised into teaching blocks and that pupils have a good understanding of this before moving their learning forward. EEF evidences mastery learning as having a positive impact if implemented well (+5 months).	1

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

Budgeted cost: £ 18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funds towards Speech and language therapy	Targeted interventions can have a positive impact on individual progress and outcomes. This therapy specifically relates to pupils with significant speech delays or challenges that impede meeting early learning targets and their language acquisition and use through KS1 and KS2.	1,2
The implementation of the Roots of Empathy of empathy programme to support the social emotional development of pupils.	R of E is a social wellbeing programme designed to reduce instances of bullying and increase awareness and empathy towards others. Maslow's hierarchy of need identifies that a child needs to feel secure before being able to access Bloom's taxonomy.	2,3,4

Allocation of funds to staff training to be responsive to rising needs and priorities from 'in academic year' diagnostics and statistics in school	Teachers who continuously develop their skills and feel supported in their professional growth are more motivated, confident, and fulfilled. This contributes to an increasingly positive school culture, impact on pupils and potential for improved staff retention of high quality teaching staff.	1,2
The purchase of I-Track software to help monitor, collate and analyse pupil progress and achievement in school.	Having statistical information to inform achievement and progress is vital in being able to identify needs and school priorities. Being able to identify support and track key characteristics of pupils in school will ensure that school development effectively explores and tackles concerns seen in data groups.	1,2,5

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

Budgeted cost: £47,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards school visits	Financially supporting families who may not be able to afford experiences and opportunities to visit different localities supports pupil wellbeing and afford opportunity for all pupils to develop their interests	2,3,4
Thrive	School is enhancing policies to ensure that there is equity for all – this is translated through to resources provided in school to all pupils. Thrive supports the emotional well being of pupils and uses diagnostics to accurately identify the social/wellbeing needs of cohorts and individuals within, providing a range of resources that can be effectively delivered to address needs and concerns in a timely fashion.	2,4
A proportion of pastoral staff and attendance officer salary to support the improvement in school attendance and tackle persistent absenteeism,	Early intervention with families to address needs can ensure pupils have the ability to access school on a daily basis. Pastoral staff will support with communication and collaboration with families identified as requiring support to improve their children's attendance whilst the officer will continue to use diagnostics to identify priorities. The officer will ensure that school leaders and pastoral staff remain informed of pupil attendance and those whose attendance is below national average so that every opportunity is provided for pupils to attend.	2,4

Total budgeted cost: £ 352,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Results Overview

EYFS Results

	2022	2023	2024
% Expected in EYFS GLD combined	40%	21%	59%

KS1 Results

	2022	2023	2024
Phonics Screen Check	59%	65%	80%
% Expected + in Reading, Writing and Maths	32%	23%	45%
%GDS in Reading, Writing, Maths	0%	3%	5%
% Expected + In Reading	43%	39%	55%
% GDS in Reading	5%	5%	8%
% Expected + in Writing	50%	41%	62%
% GDS in Writing	2%	7%	7%
% Expected + in Maths	52%	48%	55%
% GDS in Maths	2%	10%	10%
% Expected in Science	73%	74%	78%

90% of pupils have passed the phonics screening by the end of year 2

Year 4 Multiplication Check

National Average Score (/25)	School Average Score (/25)	% achieving National Average
20.2	17.1	48

KS2 Results

	2022	2023	2024
% Expected + in Reading, Writing and Maths	48%	38%	48%
%GDS in Reading, Writing, Maths	5%	7%	3%
% Expected + in Reading	66%	59%	62%
% GDS in Reading	19%	19%	21%
% Expected + in Writing	64%	62%	64%
% GDS in Writing	9%	7%	10%
% Expected + in Maths	58%	52%	60%
% GDS in Maths	17%	12%	8%
% Expected in Science	64%	62%	67%

Considerable developments have been made in EYFS to ensure our pupils have the best start to their education and this will continue to be embedded across Nursery and Reception. As a result, pupil premium children are attaining better than non-pp pupils when they leave Reception. Across Key stage 1 and 2, pupils continue to make comparable progress, therefore teaching and learning development across school is looking at how gaps in learning can be effectively addressed so that PP pupils make better than expected progress to close the attainment gap.

Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently.