

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Yew Tree Community School
Number of pupils in school	424 (2023)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan cover	2024 - 2025
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	30 <sup>th</sup> September 2025
Statement authorised by	Shaukat Islam
Pupil premium lead	Julie Adams
Governor lead	Sabina Khanam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>£299,700</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Yew Tree Community School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts (nationally)
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and thus achieve good GCSEs in English and Maths
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Key Principles**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of pupil progress information.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

The range of provision the Trust consider making for this group include and would not be limited to:

### **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.
- Additional teaching and learning opportunities provided through trained teaching assistants
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are also used to target higher attaining pupils to achieve or exceed Age Related Expectations
- Pay for all activities and subsidise educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Language skills and breadth of vocabulary on entry to school
2	Low attainment on entry to the Early Years Foundation Stage in all areas/school
3	Attendance and punctuality
4	Wider deprivation issues affecting pupils
5	Social, emotional and mental health

## 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
Good mental health/well-being equips pupils to achieve well across the curriculum	Disadvantaged pupils achieve well across the curriculum
Disadvantaged pupils are prepared well for their next stage of learning in secondary education	KS2 statutory assessments: Disadvantaged pupils make good progress towards achieving expected standard/higher standard Progress in reading, writing and maths is above national average progress scores in KS2
Pupil progress of disadvantaged pupils in all year groups is good or better	Pupils' work demonstrates good or better progress
Phonics screening Check	Achieve/exceed national average expected standard in PSC
High attendance	Ensure attendance of disadvantaged pupils is at or exceeds the national average

## 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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote good mental health/well-being to ensure children are happy; thus, able to make the most of the opportunities of attending school and achieve well</p>	<p>Children's well-being is at the heart of our curriculum and even more so during the recovery period to support children and their families return to school after such a worrying time.</p>	<p>5</p>
<p>Deployment of executive teaching and learning leader across the Trust to ensure the quality of education is strong and improving</p> <p>The executive teaching and learning leader will work with leaders to improve standards in their subjects</p> <p>The executive teaching and learning leader will work with teachers to ensure high quality teaching and learning</p>	<p><i>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p>This role was initially part-funded by the MAT Development &amp; Improvement Fund; the school has continued to fund this role from the pupil premium</p> <p>Internal work scrutiny of subjects across the curriculum.</p>	<p>1,2,4 and 5</p>

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

Budgeted cost: £120,000 (teachers) + £120,000 (education support staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers across upper KS2 year groups and education support staff for targeted teaching of reading, phonics, writing and maths in reception – Y3</p> <p>Strong basic skills will ensure pupils can access all areas of the curriculum well</p> <p>Education support staff deployed to target areas of the curriculum including reading/phonics</p>	<p>Maximise pupil focus on learning; Teaching and learning are focussed on the needs of all pupils, including the middle/higher attaining pupils;</p> <p>Impact of small group teaching coupled with maximising feedback opportunities and reading comprehension strategies lead to high impact (EEF)</p> <p>Maximise feedback opportunities (EEF: high impact – low cost)</p> <p>Effective deployment of teaching assistants (EEF)</p> <p>Observation/analysis of pupil data that show the impact of this chosen strategy</p>	<p>1,2,4 and 5</p>

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

Budgeted cost: £19,700 (contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund staffing costs for breakfast club to support families with improving family circumstances which impact on children's health/mental health//well-being, <u>attendance</u> and <u>punctuality</u></p> <p>Improve pupil's physical health through sport/activities during breakfast club</p> <p>Food costs are met by the Greggs Foundation</p> <p>Cost of pastoral assistant to support vulnerable pupils to access learning (part-funded)</p> <p>Fund External Education Welfare Officer support to tackle persistent absence</p> <p>Funding Educational visits</p>	<p>Analysis of social needs of pupils and their families and how these may impact on education of pupils including their attendance</p> <p>Attendance data of disadvantaged pupils</p> <p>Mental health and well-being of children as determined by their happiness in attending school</p>	<p>3,4 and 5</p>

## 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 2023 to 2024 academic year.

The data below demonstrates the overall impact of pupil premium on reducing the attainment gap between disadvantaged pupil in our school and other pupils nationally.

There is now a smaller gap of 3%.

#### % of pupils meeting expected standard in reading, writing & maths at end of key stage 2 in 2024 - disadvantaged pupils [?](#)

Showing 1 school

School name	Type of school	Number of disadvantaged pupils at the end of key stage 2	% meeting expected standard	Difference between disadvantaged pupils in the school and non-disadvantaged pupils in England
Yew Tree Community Junior and Infant School (NC) <a href="#">x Remove</a>	Academy	36	64%	-3
<b>England other (non-disadvantaged) pupils - state-funded schools</b>		<b>459173</b>	<b>67%</b>	
<b>England other (non-disadvantaged) pupils - all schools</b>		<b>461568</b>	<b>67%</b>	

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics Programme	Little Wandle

