

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 | 425.5 |
| Proportion (%) of pupil premium eligible pupils | 41% (174.5 pupils) |
| Academic year/years that our current pupil premium strategy plan cover | 2023 - 2024 |
| Date this statement was published | 31 st December 2023 |
| Date on which it will be reviewed | 30 th September 2024 |
| Statement authorised by | Shaukat Islam |
| Pupil premium lead | Julie Adams |
| Governor lead | Amarpal Sohal (LGB) |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £253,898 |
| Recovery premium funding allocation this academic year | £25,303 |
| 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 | £279,201 |

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.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a teacher to each phase - providing small group work with an experienced teacher focussed on overcoming gaps in learning for the lowest attaining pupils
- 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 | Short, medium and long-term effects of the impact of the pandemic |
| 6 | 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: **£35,000**

| 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>EEF: <i>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 & 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: £100,000 (teachers) + £100,000 (education support staff)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional teachers across teachers and education support staff for targeted teaching of reading, phonics, writing and maths</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>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: £44,201 (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>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> |

Total budgeted cost: £279,201

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 2022 to 2023 academic year.

In 2022-2023 strong progress was made by pupils who are eligible for pupil premium (referred to as disadvantaged) – see table below.

| | School dis. pupils | Local authority (non-dis. pupils) | England (non-dis. pupils) |
|---|-----------------------|-----------------------------------|---------------------------|
| Number of pupils at the end of key stage 2 | 30 | 8583 | 468533 |
| Progress score in reading (confidence interval) | 2.2 (-0.3 to 4.6) | 0.6 | 0.4 |
| Progress score in writing (confidence interval) | -0.3 (-2.6 to 2.1) | 0.4 | 0.4 |
| Progress score in maths (confidence interval) | 3.6 (1.3 to 5.9) | 1.4 | 0.5 |
| Percentage of pupils meeting the expected standard in reading, writing and maths | 67% | 67% | 66% |
| Percentage of pupils achieving at a higher standard in reading, writing and maths | 0% | 9% | 10% |
| Average score in reading | 106 | 106 | 106 |
| Average score in maths | 107 | 106 | 105 |

In the Y1 phonics check, the percentage of disadvantaged pupils achieving the phonics check was 83% (national other non-disadvantaged: 83%). By the end of Y2, 87% of disadvantaged pupils achieved the phonics check. These figures demonstrate the strong progress made by disadvantaged pupils at Yew Tree Community School.

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 |
| | |