

Yewtree 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	Yewtree Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	125 pupils – 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24, 24/25, 25/26
Date this statement was published	Autumn 24
Date on which it will be reviewed	Autumn 25
Statement authorised by	Karen Yilmaz Headteacher
Pupil premium leads	Karen Yilmaz (Headteacher) and Pascie King-Bushell (SENDCo)
Governor / Trustee lead	Dawn Helfgott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,785
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£178,785

Yewtree Pupil Premium Strategy Plan

Statement of intent

It is our intention that all pupils at Yewtree Primary School, irrespective of their backgrounds or the challenges they face progress as expected through our school curriculum.

Through our school's values Trust, Hardworking, Resilience, Independent, Valued and Equality we intend to support the whole child to thrive. This includes their attendance, behaviour, mental health and access to extra-curricular education as we understand that all of these can have an impact on their educational outcomes.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal. The strategies outlined within this plan are intended to support pupil needs regardless of whether they are disadvantaged or not. We will consider challenges faced by disadvantaged pupils in our school, including those with multiple challenges, and those who have a social worker or are young carers.

High quality first teaching and targeted teacher CPD, alongside a well-mapped curriculum is at the centre of our approach as this has been proven to have the greatest impact on closing the disadvantaged attainment gap and one which will benefit all pupils within Yewtree.

Our strategy is integral for wider school plans for improvement, identifying gaps and intervening early in order for pupils to 'catch-up' and 'keep-up', including non-disadvantaged pupils and ensure continued progress with those that are already high attainers.

Our approach will be responsive to common challenges and individual needs gained from robust diagnostic assessment, observations and discussions rather than assumptions about the impact of disadvantage.

Our motto "Choosing to learn, growing success" embodies our ethos as we wholeheartedly believe in promoting opportunities for all of our pupils to become confident, independent life-long learners regardless of their prior attainment information.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate that our disadvantaged pupils have under developed oral language skills and vocabulary gaps, this is evident across the whole school and has had a negative impact on learning across all curriculum areas.
2	Previous data and assessments suggest that disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers which has a negative impact on their reading.
3	Internal and external (where available) assessments indicate that Maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Observations and discussions indicate that disadvantaged pupils and families have poorer life skills and experiences including limited access to enrichment opportunities outside of the curriculum.
5	Discussions with pupils and parents and data analysis has indicated that disadvantaged pupils' mental health and wellbeing and general health have been affected since the cost of living crisis.
6	Attendance data indicates that attendance and lateness amongst disadvantaged pupils is more pronounced, which is negatively impacting their expected progress through the curriculum.

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
Developed oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including lesson visits, book looks and ongoing formative assessment.
Improved phonics and early reading skills amongst disadvantaged pupils	KS1 phonic outcomes improved so that more disadvantaged pupils are reaching the expected standard in line with National data. Pupils will know and remember more phonic sounds.
Improve reading attainment across the school particularly among disadvantaged pupils at the end of EYFS, KS1 and KS2	Reading outcomes at the end of each phase show an increasing proportion of disadvantaged pupils meeting the expected curriculum and national standards
Improve Maths attainment across the school particularly among disadvantaged pupils at the end of EYFS, KS1 and KS2	Maths outcomes at the end of each phase show an increasing proportion of disadvantaged pupils meeting the expected curriculum and national standards
Opportunities for life skills to be taught and life experiences built into the school curriculum. All pupils, especially disadvantaged pupils will have access to extra-curricular enrichment opportunities outside of the curriculum.	The school curriculum will build in opportunities for life skills and experiences. Data will show that disadvantaged and non-disadvantaged are accessing our extra-curricular opportunities.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To support parent knowledge	Sustained levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Engagement during lesson visits • Data will show increasing engagement from parents during parental surveys, curriculum workshops and parents evenings.
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	The overall absence rate for all pupils will be no more than 5%, and the attendance gap between disadvantaged peers and their non-disadvantaged peers will be reduced. The percentage of pupils whom are persistently absent will be reduced.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued Investment into our chosen DfE validated Systematic Synthetic Phonics Programme (Read, Write Inc) so the scheme is fully implemented as intended</p> <p>Fund ongoing teacher training via the online portal.</p> <p>Invest in RWI development days.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Embedding dialogic activities across the school curriculum.</p> <p>Ensure vocabulary is explicit on our school curriculum and taught within lessons</p> <p>Introduce word of the week in every class</p> <p>Ensure Wellcome assessments and interventions implemented.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Focus teacher and staff training on specific needs in order to ensure quality first teaching in Mathematics with appropriate scaffolding and challenge for all.</p> <p>We will invest in HFL advisor visits for EYFS and Maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Specific training on Herts Maths essentials for new staff and ECT's</p>		
<p>Develop character related approaches (behaviours for learning) through school's values (THRIVE), Jigsaw PSHE program, developing aspirations and developing 'growth' mind-sets</p> <p>Continue to invest in Commando Jo program (1 day per week) to work with specific groups and individuals on value education</p>	<p>Evidence in the EEF's literature review on non-cognitive suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.</p> <p>Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4,5</p>
<p>Ensure continued training for curriculum leaders to ensure there is a clear and challenging curriculum. That is monitored for impact</p>	<p>This will support the delivery of high quality teaching and learning across the curriculum, thus in turn having an impact on all pupils attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>All</p>

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

Budgeted cost: £78,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Buying in to Safe Space counselling service to target specific children with mental wellbeing concerns.</p> <p>2 counsellors a week (9 sessions weekly)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4
<p>Invest in teaching assistant time to implement specific SALT targets.</p> <p>Introduce communication SEND support across school with signs and symbols</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at pupils falling behind, especially disadvantaged pupils.</p> <p>Assess phonics and implement intervention across Y3 and those falling behind or new to the school in line with RWI program</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Targeted Maths support identified for disadvantaged children – small group TA intervention. These groups will be fluid depending on topic and need.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	

<p>To ensure disadvantaged pupils have access to school trips, after school clubs, breakfast club, swimming etc.</p> <p>Monitor attendance at extra curricular clubs and offer support where required,</p>	<p>Evidence shows that developing disadvantaged pupils wellbeing and relationships supports academic learning</p> <p>“Addressing Educational Advanatge – the Essex way” – Edited by Marc Rowland</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor attendance and punctuality by embedding principles of good practice set out in the DfE's Improving School Attendance advice to increase attendance</p> <p>Liaise with school Attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Continue to invest in the Herts therapeutic thinking program to support good learning behaviours.</p> <p>Develop behaviour and emotional literacy curriculum.</p> <p>Continue to invest in the OPAL Play project, including staff training to limit behavioural incidents at lunchtimes.</p> <p>Develop SEMH provision to support pupils with regulation strategies.</p>	<p>Evidence shows that positive behaviours impact on learning attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	All
<p>Continue to implement the National Breakfast program across school to ensure that all pupils are having an adequate morning meal</p>	<p>Previous EEF impact evaluation found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>EEF National Breakfast Program Project</p>	5

Part B: Review of previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the academic years 2022/2023 and 2023/2024 using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

KS1 Phonics	21/22 PPG (19 pupils)	21/22 Non PPG (19 pupils)	21/22 All pupils (38 pupils)	21/22 – National
Y1 Phonics Screening Check	47%	63%	55%	75%
KS1 Phonics	22/23 PPG (23 pupils)	22/23 Non PPG (35 pupils)	22/23 All pupils (58 pupils)	22/23 – National
Y1 Phonics Screening Check	39%	49%	45%	79%
KS1 Phonics	23/24 PPG (16 pupils)	23/24 Non PPG (35 pupils)	23/24 All pupils (51 pupils)	23/24 – National
Y1 Phonics Screening Check	31%	60%	52%	80%

KS1 Assessments	21/22 PPG (31 pupils)	21/22 Non PPG (19 pupils)	21/22 All pupils (50 pupils)	21/22 – National
Reading	29%	58%	40%	67%
Writing	19%	26%	22%	58%
Maths	26%	47%	34%	68%
KS1 Assessments	22/23 PPG (23 pupils)	22/23 Non PPG (27 students)	22/23 All pupils (40 pupils)	22/23 – National
Reading	22%	23%	32%	68%
Writing	9%	26%	28%	60%
Maths	26%	37%	18%	70%

KS1 Assessments	23/24 PPG (21 pupils)	23/24 Non PPG (30 pupils)	23/24 All pupils (51 pupils)	23/24 – National
Reading	42%	56%	50%	N/A
Writing	37%	48%	43%	N/A
Maths	68%	68%	68%	N/A

KS2 Assessments	21/22 PPG (25 pupils)	21/22 Non PPG (20 pupils)	21/22 All pupils (45 pupils)	21/22 – National
Reading	36%	25%	31%	69%
Writing	32%	40%	35%	74%
GPS	32%	20%	27%	72%
Maths	16%	25%	20%	71%

KS2 Assessments	22/23 PPG (24 pupils)	22/23 Non PPG (28 students)	22/23 All pupils (52 pupils)	22/23 – National
Reading	50%	57%	54%	73%
Writing	33%	52%	43%	71%
GPS	50%	39%	44%	72%
Maths	33%	50%	42%	73%

KS2 Assessments	23/24 PPG (13 pupils)	23/24 Non PPG (16 pupils)	23/24 All pupils (29 pupils)	23/24 – National
Reading	39%	81%	62%	74%
Writing	15%	69%	45%	72%
GPS	39%	81%	55%	61%
Maths	8%	69%	42%	73%

Externally provided programmes

Programme	Provider
Therapeutic thinking training	Therapeutic thinking approach Hertfordshire
Read Write Inc	Ruth Miskin
Times Table Rockstars	3P Learning
National Breakfast Scheme	Family Action
Herts Music Service	Herts Music Service
Dacorum Sports Network	Dacorum
Commando Jo	Commando Jo
HFL	Herts for Learning
MFL Programme	Language Angels
Lexia (Reading)	Lexia Learning
Oxford Owl Online Books	Oxford Owl