

Yerbury Primary School 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.

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

However, we recognise that challenges are varied and there is no "one size fits all". We are committed to ensuring that disadvantage is not a barrier to our 'Hope for the Yerbury Child' and we fully consider the varied needs of Yerbury pupils in our decision-making.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Our approach to our Pupil Premium Strategy is based on the following principles:

- Consistently excellent 'quality first teaching' across the school.
- Focussed assessment for learning that identifies individual gaps, followed by precisely targeted teaching. This includes targeting able children eligible for Pupil Premium to achieve Greater Depth
- Addressing common gaps with whole school strategies to impact on the quality of teaching and learning for disadvantaged pupils and all pupils.
- Early interventions that are specific, time bound and measurable, delivered by staff trained.

- Consideration for the needs of vulnerable children, including those experiencing long-term or temporary emotional challenges, and ensuring that all pupils receive the support they need to be ready to learn and thrive.
- Encouraging parents and carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.

School overview

Detail	Data
School name	Yerbury Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was first published	02/12/2025
Date on which it will be reviewed	01/12/2028
Statement authorised by	Cassie Moss
Pupil premium lead	Tony McMahon
Governor / Trustee lead	Rosi Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,897
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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	£110,897

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Internal Assessments show that progress for children eligible for the Pupil Premium Grant was lower than all pupils following school closures and covid disruption
2	Impact of SEND upon pupils eligible for the PPG. A significant proportion of our children who are eligible for the pupil premium grant have compound factors affecting their progress and attainment.
3	Internal assessments show that a higher proportion of children who are eligible for the PPD are often attaining in the bottom 20% of in Reading at KS1 (including in phonics).
4	Emotional barriers to learning for some pupils who are eligible for the PPG
5	There is a significant gap in terms of life experiences (holidays, clubs, sports for example) between our pupils who are eligible for the PPG compared to those who are not meaning that our pupils eligible for PPG do not have the same prior knowledge to build upon without intervention.

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>PPG pupils make good (6 steps) or better progress across the year</i>	Accelerated progress. The gap between pupils eligible for PPG and all pupils narrows.
<i>High quality teaching of a broad and balanced curriculum is supported through continuous professional development and monitoring.</i>	The quality of teaching and learning is high quality across all subject areas – support through ongoing CDP for staff.
Pupils eligible for PPG with SEND make good or better progress	Accelerated progress. The gap narrows.
Ensure that the provision for pupils with SEND is high quality throughout the school.	The quality of teaching and learning for pupils with SEND is high quality across the school. Specialist staff are effective, ongoing professional development serves to embed and strengthen provision.
The emotional wellbeing of pupils is supported across the school.	The emotional wellbeing for pupils eligible for the PPG is high.

Ensure that pupils eligible for PPG have opportunities to have experiences that increases cultural capital.	Children have access to high quality enrichment experiences that support their understanding of the wider world.
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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: £5,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD and ongoing support for all staff in teaching updated systematic synthetic phonics scheme</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 3
<i>CPD and ongoing support for all teaching staff in teaching Maths Mastery</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that the impact of mastery teaching is an additional five months progress, on average, over the course of a year.	1, 2
<i>Resourcing age-appropriate decodable books for KS2 children who are learning to decode</i>	The EEF summary of evidence in the Teaching and Learning Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2

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

Budgeted cost: £91,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Action Tutoring for Year 6 pupils in Maths or English</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Action Tutoring for Year 5 in Maths or English</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Employ additional member of staff to help deliver support and group interventions to children eligible for the Pupil premium Grant</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3
<i>Employ a Literacy Specialist to provide CPD, small group and individual literacy support</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3
<i>Small group Phonics Interventions led by experienced teaching staff</i>	Small group phonics sessions have been shown to have a positive impact with 4 months progress.	1, 2, 3
<i>Year 6 Booster Sessions led by experienced staff</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2
<i>Small group Pre-Teaching of pupils to ensure that they 'keep-up' in core subjects</i>	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 2, 3

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

Budgeted cost: £ 13,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Management CPD – a restorative approach that promotes an atmosphere of nurture and positivity</i>	Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have been shown to add as much as 4 months impact in the EEF Toolkit.	4
<i>After-School Club Subsidy</i>	The EEF toolkit shows that participation in the arts can add 3 months progress and physical activity can have 1 month's impact.	5
<i>Enrichment Clubs</i>	The EEF toolkit shows that participation in the arts can add 3 months progress and physical activity can have 1 month's impact.	5
<i>School Journey and school trips</i>	Outdoor Adventure Learning provides opportunities for pupils facing disadvantage to participate in activities that they otherwise might not be able to access. Through participation, pupils can develop non-cognitive skills such as resilience, self-confidence and motivation.	4, 5
<i>Resources to support learning beyond the school</i>	EEF research indicates the average impact of Parental Engagement approaches is about an additional 4 months progress over the course of a year.	4, 5

Total budgeted cost: £ 113,490