

# Pupil premium strategy statement – Yarborough Academy

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	446
Proportion (%) of pupil premium eligible pupils	76 (17%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs. Hannah Albery
Pupil premium lead	Mr. Alex Pickerden
Governor	Mrs. Rebecca Freeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£81,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Yarborough Academy we want to provide the very best educational experience to all of the children within our care. Underpinning everything we offer our children is the Neuro-sequential Model in Education (NME). This model was pioneered by Dr. Bruce Perry and it allows our school community to be brain based in our approaches to teaching, developing and learning. Moreover, it helps us to ensure all of our children are supported academically, socially, emotionally, physically and therapeutically.

We are currently on a whole school journey towards becoming more brain based and research driven in everything that we do. This means creating therapeutic spaces, environments, policies, pedagogies and practices to benefit all of our children. We understand that these actions will be particularly beneficial for our most disadvantaged and vulnerable children. Access to high quality teaching is at the heart of our strategy because the impact of outstanding teaching is shown as being the single greatest determiner in closing the attainment gap for disadvantaged and vulnerable children. Furthermore, we want to create a family and community ethos within school in which all children feel cared for, safe and included so that they are ready to grow, love and go over and above in reaching their potential.

This strategy builds upon the actions outlined in previous statements and identifies subtle changes to our areas for development following the previous review and evaluation process. The specific challenges facing our disadvantaged and vulnerable pupils are explained, with a detailed series of the intended outcomes we aim to achieve, in order to overcome these challenges. A tiered breakdown of our overall strategy, in terms of teaching, targeted support and wider initiatives is then depicted alongside the allocated expenditure. Finally, an illustration of the impact and progress of the previous academic year is presented.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Teaching of English: Phonics, Reading (Comprehension/Vocabulary) and Writing (Confidently/Creatively)</u> According to internal teacher assessment data and the Pupil Premium review process (23/24) coupled with teacher voice and the latest set of Phonics Screening results for Year 1 (23-24), disadvantaged and vulnerable children in EYFS and KS1 are outperformed by their peers.

	<p>Reading and writing have been a particular concern throughout the school for PP children historically. This phenomena is illuminated further when analysing NFER data and also speaking with pupils about subject engagement, understanding and confidence. Assessments and discussions with staff also indicate that writing, particularly in KS1 but across the academy as a whole, is an area for further development. This challenge (or barrier) is now a central tenant of the academies improvement plan. Talk 4 Writing is something that all teachers will receive CPD on over a two year programme. We have embedded this process during the previous academic year (23-24) and will continue this process over the current academic year.</p>
2	<p><u>Family Engagement and Relationships</u></p> <p>During teacher voice exercises, many staff reference parental engagement with the school as a point of concern in respect of limiting children’s progress and outcomes. Families have social and emotional difficulties, including mental health issues and have experienced intergenerational trauma. This has been further compounded by the effects of lockdown during the COVID-19 pandemic. Internal assessments and discussions support findings from national studies and research that homes contain more domestic abuse and that children are increasingly growing up with experience of adverse childhood experiences (ACEs). Internal referrals from class teachers to YA CARE highlight the need to support vulnerable and disadvantaged children who are struggling with impulse control, concentration, peer relationships and attachment. As such, engaging and working with families, by providing support, therapy and immersing them into our school life, community, practices, pedagogies and therapy is a key component of this strategy. Relating these approaches to both home and the classroom environment continues to be a challenge and something we need to keep working upon.</p>
3	<p><u>Attendance and Belonging</u></p> <p>Recent internal data illustrates that attendance for our vulnerable and disadvantaged children is a cause for concern. Persistent absenteeism, for these children specifically, has increased significantly since returning from the pandemic. The links between challenge 2 and challenge 3 highlight the need to ensure our engagement, communication and support for families is presented clearly and compassionately in line with brain based and science led approach. We will help more disadvantaged and vulnerable children by ensuring they are present in school and consider themselves a central part of the school community.</p>
4	<p><u>Aspiration, Opportunity and Connection</u></p> <p>Many of our disadvantaged and vulnerable children are limited by the manifestation of a perpetual cycle that embodies a culture of low aspiration, limited learning experiences beyond their home life and immediate community and lack of access to resources, technology and wider opportunities. Inclusion, connection and establishing a culture of high aspirations and expectations for all children is vital. At Yarborough</p>

	Academy, this mission and belief holds true for all members of our school family.
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## 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
Disadvantaged and Vulnerable Children coordination meetings to take place with a focus upon joined-up provision, delivery of outcomes and specific monitoring and evaluation of provision for disadvantaged and vulnerable children.	<p>SENDCo, CARE Team Lead and Pupil Premium Champion to write and present Action Plans for specific areas of responsibility.</p> <p>Meetings to take place every half-term to discuss actions, provision, planned monitoring, encountered problems and coordinated responses in relation to disadvantaged and vulnerable children and families.</p> <p>Effective monitoring takes place with reports published and shared across the academy to outline next steps and share success.</p> <p>Regular pupil provision check-ins to take place.</p>
Supersonic Phonic Friends - Phonics to be delivered effectively and consistently across EYFS and Key Stage One to ensure disadvantaged and vulnerable pupils reach the expected standard. Additional support and CPD for staff with the appointment of a lead Phonics teacher based in KS1 to oversee teaching, assessment and fidelity to the new scheme.	<p>Staff CPD delivered to ensure effective teaching of both phonics lessons and pre-teach / post-teach intervention sessions are consistent.</p> <p>Pupil voice shows more vulnerable and disadvantaged children enjoy phonics.</p> <p>Teacher assessment data and summative assessment data shows attainment gap narrowing across the academy.</p> <p>Additional phonics support highlighted and monitored effectively on the Class Profiles.</p> <p>The percentage of vulnerable and disadvantaged children passing the statutory phonics screening check is above national average by end of this current strategy period (2026).</p> <p>Monitoring of phonics teaching and follow up interventions to be conducted by the Phonics lead teacher with best practice shared across the academy.</p>
Reading opportunities and the specific teaching of reading to be embedded more across the whole curriculum and promoted throughout the academy to ensure the gap	<p>Reading Plus to be monitored and examples of good practice shared with staff.</p> <p>English Lead to explore different ways to incorporate more reading opportunities into</p>

<p>between PP children and non-PP children is reduced across all year groups.</p>	<p>the curriculum with specific examples shared with staff and piloted across the academy.</p> <p>Whole class reading to be delivered across the academy with a particular focus upon developing reading skills, such as comprehension and improved understanding of vocabulary (specifically tiered vocabulary).</p> <p>Pupil voice shows more vulnerable and disadvantaged children enjoy reading.</p> <p>Teacher assessment data and summative assessment data shows attainment gap narrowing across the academy over the course of this strategy.</p>
<p>Responsive Teaching to be common practice in all classrooms with disadvantaged and vulnerable children identified for support during quality first teaching and misconceptions being visibly addressed through feedback and assessment for learning strategies.</p>	<p>Responsive teaching and fluid interventions to be clear in pupil's books and evident in teaching practice across learning walks, observations and book trawls (in line with findings of previous Pupil Premium Review process (2021-22) and guidance reports from the EEF on best practice.</p> <p>Targets for vulnerable and disadvantaged pupils evident on Class Profiles.</p> <p>Pupil voice indicates pupils know their targets and what they are working on (especially our vulnerable and disadvantaged children).</p> <p>All classroom staff can speak confidently about the children in their care and understand, through effective assessment, their targets and next steps.</p> <p>Transition arrangements across year groups and classes discuss pupil progress and illustrate an individual's targets and gaps in learning and understanding more comprehensively.</p>
<p>Attendance Policy to be reviewed after its first year with accompanying interventions and EWO involvement evaluated. Patterns and trends of persistent absenteeism to be more readily identified and reported upon.</p>	<p>Attendance Policy reviewed with any adjustments presented to SLT and Governors and published on school website.</p> <p>New practices to be shared with school community (including families and staff) with appropriate CPD and training around roles, responsibilities and interventions delivered by Pupil Premium and CARE Team Lead.</p> <p>Attendance across the academy remains a high priority with overall school attendance remaining consistent with historical trends of achieving 94% whole school attendance annually.</p> <p>Persistent absenteeism decreases significantly (below 10% by the end of this strategy period – 2025-26). Or remains below the national average for PA.</p> <p>All staff to be confident in how they approach attendance and evidence of effective</p>

	<p>interventions for tackling attendance issues is evident on Class Profiles and shared across the academy.</p> <p>EWO to be embedded as an extension of the YA staff team.</p>
<p>CARE Team to see a range of disadvantaged and vulnerable children and families from across the academy.</p>	<p>CARE Team Lead to assess pupils and families requiring most support from across the academy.</p> <p>Information to be shared across CARE Team, SENDCo and Pupil Premium Champion.</p> <p>CARE interventions to be delivered and monitored through supervision (from CARE Team Lead), Pupil Voice and use of SDQs.</p> <p>Disadvantaged and vulnerable families to report and feedback on experiences and interaction with the academy in a positive way.</p> <p>Children to benefit from interventions (through SDQ analysis) and engage more in the academic curriculum and class community as a result.</p>
<p>Family Engagement to be promoted across the academy through a variety of different actions and events.</p>	<p>Academy to run regular events throughout the academic year which promotes and celebrates the school community and Team YA.</p> <p>Families to receive regular communication from the school via newsletters from classes, regular Twitter posts, Google Classroom for Remote Learning contingency and Head Teacher newsletters each term.</p> <p>SLT to run a series of family workshops aimed at promoting the YA Way and the approaches, practices, pedagogies and ethos that underpin all of our work.</p> <p>Families, particularly those who are vulnerable and disadvantaged, to benefit from this process by making school more family friendly and welcoming through access to therapy, BUSS, Reflexology, coffee mornings and additional Special grown-up meetings.</p> <p>Transition meetings with new teachers to be built in during handover.</p> <p>Information evenings to take place around statutory assessments and how home learning can benefit your children.</p>
<p>Class Profiles to continue to be utilised across the academy with monitoring and evaluation from Senior Leaders to take place more frequently in relation to pupil progress, targets and overall provision.</p>	<p>Interventions, provision, targets and up to date data to be accessible and outlined on Class Profiles.</p> <p>Monitoring from SLT of Class Profiles to be regular and fluid: Assessment Lead, Maths Lead, SENDCo, CARE Team Lead, Pupil Premium Lead, English Lead and Pupil Progress Meetings.</p>

	<p>Academic interventions to show clear start points and baselines with progress identifiable through clear quantitative analysis and internal qualitative data.</p> <p>CARE interventions to show clear start points and baselines with progress identifiable through clear quantitative analysis and internal qualitative data.</p>
<p>Inclusion Support Staff to be deployed across the academy in areas of specific need to be best support disadvantaged and vulnerable children.</p>	<p>Vulnerable and disadvantaged children identified across the academy and represented on Class Profiles.</p> <p>Inclusion Support Staff, as well as teachers, to be clear on who these children are and what their specific role is in supporting those children.</p> <p>Inclusion Support Staff to receive continual CPD and support from the academy to maximise their effectiveness and the impact they have on our vulnerable and disadvantaged children.</p> <p>Deployment of resources to be clear, established and consistent in line with internal data and assessment of need. This deployment to be coordinated directly by SENDCo and CARE Team Lead and discussed during Vulnerable and Disadvantaged children coordination meetings.</p> <p>Impact of Inclusion Support Staff to be reviewed during annual Pupil Premium Review process and during coordination meetings.</p>

## 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: £44,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supersonic Phonic Friends Programme	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:	1

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Enhanced Reading Provision (Through Reading Plus and improved reading spines)	<p>Strong evidence from a range of academic sources including the EEF which illustrates the importance of developing vocabulary and comprehension strategies within reading during KS1:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>And also within KS2:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1
CPD for all staff in line with curriculum development, cognitive science and trauma informed approaches in education	<p>Training for staff must be purposeful and align with the academies strategic vision:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Moreover, it must also relate to curriculum content and teaching practices which maximise pupil progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Talk 4 Writing programme to be further embedded to help boost and support teachers with their confidence and ability to teach writing creatively.</p>	1, 2, 3, 4
Responsive Teaching training through CPD and the reintroduction of lesson studies and buddy teaching as well as delivery and implementation of EEF 5 A Day principle.	<p>Research highlights the importance of evaluating your own practice and ability to reflect. This is both relevant for staff and also pupils. See article on metacognition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>And also research on Professional Development and Instructional Coaching such as Walk-Thrus:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>See also EEF blog on SEND outcomes:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading Plus Scheme	Research has shown that Reading Plus has a positive impact upon advancing the reading skills of a range of pupils. Our own internal data continues to lend weight to this conclusion.	1
Evidence Based Interventions to be delivered across the academy	The EEF reports that designed and systematic interventions informed by research are important to closing the attainment gap: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> Specifically, in respect of reading comprehension: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Moreover, a regulated brain is a brain that is ready for learning.	1, 2, 3, 4
Inclusion Support Staff CPD, deployment and management	Research argues that effectiveness of support staff lies in the specific deployment, management and focus of the support staff as well as their access to regular, sustained and relevant CPD: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3, 4
Speech and Language Therapist to be employed to work with target children	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment (After School Clubs and School trips)	Providing opportunities for pupils in a safe, relational and consistent environment for children means they can focus upon the experience and not shift focus onto survival and other instinctive behaviours. This approach also supports connection and belonging as PP pupils are able to access these opportunities as a matter of priority.	2, 3, 4
Peace Corners (Redesigned)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	2, 3, 4

	and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Everyday Essentials	A wealth of research supports the importance of Social and Emotional Learning. Our Everyday Essentials embody this aspect of the curriculum as well as support our Brain based work linked to CARE. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	2, 3, 4
Breakfast Club	Supports nurture and aligns with our wider ethos. We want all pupils to feel safe and that they are cared for and belong at YA.	2, 3, 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	A multiplicity of research sets out the importance of attendance at all stages of education. Furthermore, analysis undertaken by the EEF shows that working with parents and families in this regard can lead to a range of other benefits. Some of which are outlined in the following guidance report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> Work to continue with in-house EWO working with families and pupils around barriers to attendance.	1, 2, 3, 4
School Uniform Subsidy	Research shows that uniforms add to a sense of shared identity and promote belonging. It is important that all staff and pupils feel like they are a part of the school community and that they are involved in Team YA: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	2, 3, 4

**Total budgeted cost: £81,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the end of the 2023-24 academic year, the Pupil Premium Lead conducted a review of the Pupil Premium Strategy. This review focused upon analysing the intended outcomes of the 2023-2026 Pupil Premium strategy and the progress made during that year of implementation. The review process also considered the internal data and assessment of Pupil Premium children. It was based upon this review process, as well as internal discussions with SLT and teaching staff, that the 3-year strategy could then be updated and adjusted accordingly.

The monitoring process concluded that the academy has taken steps forward in addressing some of the challenges facing our vulnerable and disadvantaged pupils. Attendance improved slightly with both the overall figure for the academy attendance rising and individual Year groups showing significant improvement from previous the previous year. The attendance policy shift and the interventions should continue to yield positive results coupled with the employment of an in-house EWO to help support this work and continues these trends moving forward (particularly in relation to our historical PA pupils). Below, a table outlining the headline data across the academy is presented from the most recent academic year (23-24):



It is pleasing to see PA down from previous years and the school remaining in line with the national picture for attendance. While it is the case FSM6 remains significantly lower than the rest of the academy cohort, specific cases are being worked upon family to family.

In terms of academic output, PP data is still below Non-PP pupils across the curriculum (Reading, Writing and Maths) as well as in Phonics Screening results and Year 6 SATs. See the data published below:

Whole school data:

PUPIL PREMIUM - 78							
Subject	BLW	WTS	EXS	GDS	Subject	Below	Expected
Mathematics	8.97%	38.46%	43.59%	8.97%	Mathematics	47.43%	52.56%
Reading	7.69%	34.62%	44.87%	12.82%	Reading	42.31%	57.69%
Writing	10.26%	38.46%	48.72%	2.56%	Writing	48.72%	51.28%
Combined	14.10%	44.87%	38.46%	2.56%	Combined	58.97%	41.02%
					AVERAGE	46.15%	53.84%
NON PUPIL PREMIUM - 269							
Subject	BLW	WTS	EXS	GDS	Subject	Below	Expected
Mathematics	2.97%	22.30%	54.65%	20.07%	Mathematics	25.27%	74.72%
Reading	4.09%	20.07%	52.42%	23.42%	Reading	24.16%	75.84%
Writing	5.58%	26.39%	60.97%	7.06%	Writing	31.97%	68.03%
Combined	6.32%	30.48%	57.99%	5.20%	Combined	36.80%	63.19%
					AVERAGE	27.13%	72.86%

Year 6 SATs (2023-2024):

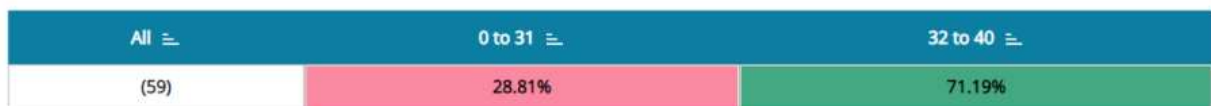
PUPIL PREMIUM - 15							
Subject	BLW	WTS	EXS	GDS	Subject	Below	Expected
Grammar, Punctuation & Spelling	8%	44%	39%	11%	Grammar, Punctuation & Spelling	50%	50%
Mathematics	6%	28%	61%	3.56%	Mathematics	33%	67%
Reading	8%	22%	61%	11.11%	Reading	28%	72%
Combined	6%	56%	33%	5.56%	Combined	61%	39%
NON PUPIL PREMIUM - 17							
Subject	BLW	WTS	EXS	GDS	Subject	Below	Expected
Grammar, Punctuation & Spelling	0	30%	54%	16%	Grammar, Punctuation & Spelling	30%	70%
Mathematics	5%	30%	46%	19%	Mathematics	35%	65%
Reading	3%	22%	54%	22%	Reading	24%	76%
Combined	8%	38%	49%	3.41%	Combined	46%	54%

Phonics Screening Check (2023-2024):

### Key Stage 1

	2019				2022				2023			
	Sch		Nat		Sch		Nat		Sch		Nat	
	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD
Year 1 phonics	85		82		57		75		67		79	
Disadvantaged	75		84		55		80		50		67	
Boys	77		78		55		72		59		76	
Girls	93		85		60		79		74		82	

### 2024 Year 1 Results (59 children)



### Externally provided programmes

Programme	Provider