

Yealmpton Primary School Pupil Premium 3-year Strategy 2023-2026

Academic Year 2025-2026



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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 | Yealmpton Primary School |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 30 - 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 2023-24 2024-25 |
| Date this statement was published | October 2025 |
| Date it has been reviewed | October 2026 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Sam Wilkinson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £31 465 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £31 465 |

Part A: Pupil premium strategy plan

Statement of intent

At Yealmpton Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

The key principles of our strategy plan are:

3-Tiered Overview

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff based on core areas: Maths Mastery and problem solving; Oracy, reading & writing; curriculum design and pedagogy
- Effective use of assessment and feedback for informing planning and teaching (including the teaching of metacognition)



2 Targeted Support

- Specific intervention programmes led by both Teachers and Teaching Assistants
- Tutoring for Maths/Phonics
- Speech and Language Interventions

3 Wider Strategies

- Multi Agency Support Team Support (including Emotional Logic)
- Lunchtime Wellbeing Champion
- Support educational visits and enrichment activities

| 1. HIGH QUALITY TEACHING: £ 10, 000.00 | 2. TARGETED ACADEMIC SUPPORT: £12,468.65 | 3. WIDER STRATEGIES: £9,968.00 |
|--|--|---|
| <p>To ensure access to high quality teaching, we plan to...</p> <ul style="list-style-type: none"> • Provide staff with training on high-quality reading fluency teaching through Devon English consultant. • Provide teachers with coaching support and training on effective teaching of reading within the YPS whole school reading strategy. • Continue to train and coach staff through the RWI development day. • Provide training for HLTA to support reading fluency project implementation. • Provide training for staff on the refined whole school reading strategy to support fluency, prosody and comprehension. • Subject leaders to monitor and support the implementation reading within Yealmpton Primary • Purchase EYFS materials to support attention and focus teaching. | <p>To deliver impactful targeted support, we plan to...</p> <ul style="list-style-type: none"> • Deploy additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2 • TA to provide reading fluency intervention support. • TA to support deliberate practice for reading fluency <ul style="list-style-type: none"> • TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency. • Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation. • | <p>To remove non-academic barriers to attainment, we plan to...</p> <ul style="list-style-type: none"> • Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families requiring attendance support. • Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions. • Support with access to wider school activities. <p>Personalised meet and greet with Emotional Available adults</p> |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>2024-2025 Attendance</p> <p>Whole school –94.9% (National 94.5%)</p> <p>FSM 89.1% (National 92.4%)</p> <p>Non-FSM 96.31% (National 94.2%)</p> <p>Persistent absenteeism 10.11% (National Overall School 20.7%) (National state funded primary schools 15.2%)</p> <p>School attendance – 2024/5 – 94.1%</p> |

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| | Our attendance data for over the last year indicates that attendance among disadvantaged children was lower than non-disadvantaged children. Absenteeism is negatively impacting on disadvantaged children's progress and success within the curriculum. |
| 2 | Phonics and early reading Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with mastering phonics early on than their peers. This negatively impacts their development as readers, particularly as they enter the KS2 reading curriculum |
| 3 | Writing Assessments, observations and discussions with children suggest that disadvantaged children experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across 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 |
|--|---|
| Achieve and sustain improved attendance for children, particularly the disadvantaged group. | Sustained high attendance from 2023- 2026 for all children to be 97% or above and the gap between non-disadvantaged and disadvantaged reduces significantly. The % of PA children reduces. |
| Improved reading attainment among disadvantaged children. | <ul style="list-style-type: none"> Improved attainment in Early Reading for Disadvantaged children so they narrow the gap with their peers |
| Improved writing transcription fluency knowledge and skills among disadvantaged children to improve overall writing achievement in the curriculum. | <p>Assessments, observations and discussions</p> <ul style="list-style-type: none"> with children indicate significant improvement in writing transcription knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments. |

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: £14,195.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to train staff and implement RWI phonics programme | EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework | 2 |
| RWI lead to provide coaching to staff with the curriculum delivery of RWI on a weekly basis. | The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework. | 2 |
| Provide teaching with planning coaching support and training on effective modelling of writing in the curriculum sequence. | The EEF Toolkit and the EEF 'Professional Development' guidance report. The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD' | 3 |
| Provide staff with training on rigorous and well-planned reading and writing curriculum content across the whole school | The EEF Toolkit and the EEF 'Professional Development' guidance report. Simple view of writing document. | 3 |
| Purchase high quality text to support the writing curriculum. | Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'. | 3 |
| Maths team to review and develop maths fluency. | The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high- quality teaching and curriculum is the most important level schools have to improve pupil attainment. | 4 |
| <i>CPD on Adaptive teaching-The Ordinarily Available Targeted Support Framework - Support for schools and settings-use this resource to support ALL children within the classroom.</i> <i>NASEN Teacher Handbook</i> | EEF Evidence Review 'Special Educational Needs in Mainstream Schools' The Ordinarily Available Targeted Support Framework - Support for schools and settings | 1,2,3,4 |

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

Budgeted cost: £11,570.23

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employ additional teaching assistant support to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2. | EEF 'Selecting Interventions'. DfE Reading Framework. EEF 'One-to-One Tuition' and 'Small Group Tuition'. | 2 |
| TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency. | EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework. | 2 |
| Teaching support to provide targeted Writing and GAPS intervention each week. | EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'. | 3 |
| Teaching support to provide targeted maths fluency intervention each week. | EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'. | 4 |
| Learning mentor to provide specialist wellbeing support to improve access to and engagement with learning. | EEF 'Selecting Interventions'. EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' | 5 |
| Early identification of Speech and Language needs and intervention | EEF Early Years Communication and Language Approaches Intervention | 5 |

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

Budgeted cost: £13790.02

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Purchase of DCC Education Psychologist support to address higher levels SEMH needs and support individuals and their families.</i> | Metacognition and self-regulation +7 Socially and emotional learning +4 | 1,5 |
| <i>Lunchtime Wellbeing Champion</i> | Metacognition and self-regulation +7 Social and emotional learning +4 | 1,5 |

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| <i>Financial support for wider opportunities e.g. residentials, Forest Schools, educational visits and school uniform</i> | £2000 | 5 |

Total budgeted cost: £ 39,555.25

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 2024-25 academic year.

| Intended outcome | Progress Towards Intended Outcomes 2024-25 |
|--|---|
| The Quality of the Curriculum continues to be improved | <ul style="list-style-type: none"> • There has been a significant amount of work that has taken place to develop key areas of the curriculum (History/Geography/Science and MFL). Subject leaders have worked with the trust to develop these. Detailed progression maps ensure gaps in children’s knowledge and learning lessen prior learning is built upon • Openings Worlds is supporting all pupils’ acquisition of vocabulary • Extensive Continuous Professional Development has taken place within school, with the trust and beyond. Several staff have been undertaking further qualifications including NPQs. • Continuing Professional Development around retrieval practices, research and strategies has led to more of these being incorporated into lessons to support retention of knowledge and skills. • The continuation of Read, Write, Inc, and the subsequent CPD has ensured excellent progression for all and good attainment (KS1 phonics 93%- well above national). |
| Outcomes improve for all pupils, including disadvantaged | <ul style="list-style-type: none"> • Tutoring has been targeted carefully across the school and has supported pupils to make good progress • Small group interventions have led to good progress • Extra adult support put in place to support vulnerable pupils, enabling them to access the learning |
| Children have the tools to support their well-being and to manage their emotions so that they are ready to learn | <ul style="list-style-type: none"> • Lunchtime support for small groups/individuals has supported their wellbeing, enabling positive experiences and the development of relationships so that children are ready to learn in the classroom. • The whole school work on Trauma informed Practice has fed into the development of the new behaviour policy and practice which has supported children to become more reflective and to explore different strategies to help them to deal with difficult situations/relationships. There is now a fully trained Senior Mental Health Lead. The training of a team of pupils across KS2 to support positive relationships has been very successful. • Emotional Logic strategies continue to be used successfully to support pupils in KS2 |

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| | <ul style="list-style-type: none"> Overall Whole School Attendance 94.4% |
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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 |
|----------------------------------|--|
| Read, Write, Inc and Fresh Start | Ruth Miskin |
| Numbots/Times Tables Rock Stars | Maths circle |
| Opening Worlds | Opening Worlds |
| Read Write Inc Spelling | Ruth Miskin |
| Language Link KS1 and KS2 | Speech Link Multimedia |
| | |

Further information (optional)