

Pupil premium strategy statement

Yealmpstone Farm Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Yealmpstone Farm Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	25.6% (58 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026- 2027-2028
Date this statement was published	28/11/25
Date on which it will be reviewed	11/26
Statement authorised by	Heidi Price
Pupil premium lead	Sophie Burns
Governor / Trustee lead	Carla Milford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Sept 24-Mar 25)	£73,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£73,490

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal for all our pupils is that they will all achieve their full potential in progress and attainment regardless of any disadvantages they may have in their lives. We have high expectations for all pupils and are determined that we will design a curriculum which will not leave behind a disadvantaged child. We seek to develop a strong culture of achievement and success for all, and we ensure that we use additional funding to support us in closing the gap.

Vulnerable children who have a social worker or an Early Help and Care Plan (EHCP) are nurtured through our programme of support, including SEMH support and counselling regardless of whether they are pupil premium.

Our school believes in quality first teaching, and we have built a curriculum which supports good progress using small steps in learning with highly capable staff. Diagnostic assessment is a continuous part of our teaching cycle, and we ensure that any children who are noted to be needing extra support are given 1-2-1 sessions with the aim that they can keep up not catch up. We have used a series of tools to identify the key areas that limit the progress of disadvantaged pupils.

Our PSA has excellent relationships with all our parents, but in particular our disadvantaged parents and as a consequence they communicate well, and we work together to solve problems. Our communication systems are very good and enable quick response and adaptations to meet the needs of the child and support them to feel positive about challenges.

Our current pupil premium strategy enables us to identify pupils who need additional support, and we have a series of strategies in place to enable them to make rapid progress to achieve their very best. We have combined pupil premium funding with recovery funding and NTP to maximise the input we can make into our pupils' attainment and progress.

Our key principles are:

- We recognise that all children can make progress and succeed with the right level of support and curriculum design and believe that early intervention enables a positive growth mindset.*
- We identify the key areas of disadvantage and adapt our curriculum design so that all pupils are challenged in their learning.*
- We are a trauma informed school and use a behaviour recovery approach so that children understand they have the power to change their lives by learning to be resilient and take risks in their learning.*

Challenges

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

Challenge number	Detail of challenge
1	We have identified through observations, discussions, and hinge questions that many of our disadvantaged pupils have underdeveloped oracy skills and vocabulary knowledge. Although this is evident in many younger children, especially since COVID, it is also relevant to some older disadvantaged pupils.
2	RWI assessments show that a few disadvantaged pupils have problems with their phonics which is negatively affecting their progress with reading.
3	White Rose maths assessments show that fluency of key maths concepts is weaker in some disadvantaged pupils compared to most non-disadvantaged children in some year groups.
4	Observations, mind-maps, and feedback from parents indicate that a small group of pupils found it extremely difficult during lockdown and have suffered with their mental well-being and educational progress. This is supported by national findings and there are significant knowledge gaps identified in a few disadvantaged groups of pupils across the school.
5	In a small number of cases young children are still being treated like toddlers by their parents.
6	Observation and feedback from parents to our PSA identify that they have lower incomes which means that they cannot afford additional costs of music lessons or school trips. We feel strongly that these areas help develop the synapses in the brain and strengthen connections in knowledge concepts.
7	Feedback from parents and observations have identified that they have struggled with childcare during the holidays and those days feel monotonous and they need additional support to manage their family well-being. This has a negative impact on their child's attitude to learning and confidence in challenge.

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
1) Improve oracy skills and vocabulary knowledge among disadvantaged pupils.	Observations and discussions with pupils indicate that there is a significant improvement in oral language amongst the disadvantaged group.
2) Improved fluency in reading among disadvantaged children.	RWI tests and listening to children read will show that at least 80% of disadvantaged pupils reach ARE by the end of KS2.
3) Improve maths attainment for disadvantaged pupils across the school to ensure a higher attainment by the end of KS2.	2025-26 White Rose maths tests will show that at least 80% of disadvantaged pupils reach ARE by the end of KS2.
4) Improve well-being for all pupils in school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a continued low number of bullying incidents, which are managed swiftly. • a continued increase in participation in enrichment activities, particularly among disadvantaged pupils
5) Improve attendance of all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
6) Low-income children will participate fully in all aspects of school life and receive all advantages from these opportunities.	Sustained high levels of confidence and risk taking from 2025-26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • All disadvantaged children are offered the chance to be involved in additional extracurricular activities.
7) All vulnerable families feel supported through the school holidays and this group will thrive during term time as they feel emotionally supported.	Sustained high levels of positive well-being and risk-taking from 2025-26 demonstrated by: All disadvantaged children are offered the chance to be involved in the holiday club for periods each day to support the family dynamics.

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: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to use our selected programme, RWI.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using White Rose maths and Mastering Number resources. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,3
Improve the quality of social and emotional (SEL) learning through further development of a trauma informed culture. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Training for staff who will be delivering school led tutoring programme.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Oracy training for all staff to ensure that we use all opportunities to develop vocabulary, speech and language. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £44,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily small group intervention for identified children in Foundation, KS1 and LKS2 with a focus on the core subjects. (Phonics)	Small groups tuition can have a very positive impact on progress and attainment: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Continued CPD for teachers of Read, Write, Inc resources. Teaching strategy meetings and run small, daily lessons.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
ATOM online learning platform	SWIFT - South West Institute for Teaching have partnered up with ATOM Home Learning platform to provide additional online support to Pupil Premium families. https://www.sw-ift.org.uk/news/free-support-for-pupil-premium-key-stage-2-pupils https://atomlearning.com/colyton-foundation-swift-partnership?srsId=AfmBOqxdMVGm7nWtGv6lOvXC19NhDt7FJA4UGRHIE9PPVv9FVTNPLIQ	1,2,3,4
Daily small group sessions for UKS2 pupils who are disadvantaged or vulnerable.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) Small groups tuition can have a very positive impact on progress and attainment: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
All teachers to embed dialogic opportunities throughout the curriculum and ensure high quality texts are used across the school to engage all learners, especially disadvantaged.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £12,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
After having trauma informed training for the school from citywide trainer SLT to continue to embed and create a trauma informed culture including all staff members.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,7
PSA to work with parents and staff through an EHAT to target family issues which are causing barriers to learning.	EEF recognise the power of parental engagement can add 4+ months to the progress of pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6,7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Review school policy and ensure all staff with responsibilities are clear of procedures. Monitor and evaluate procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5
Ensure that all disadvantaged pupils are offered daily sessions in the holiday club, residentials, music lessons and other extra-curricular events.	Evidence from EEF shows that social and emotional learning can enable pupils to make up to four months + additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6,7
SLT to complete an audit of the impact of TAs and use development resources to further improve the effectiveness of support staff.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1700744826	4,5,6,7

Total budgeted cost: £73,490

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 to 2025 academic year.

Our internal assessments during 2024/25 indicate that in general the performance of disadvantaged pupils across the school was lower than non-disadvantaged children in key areas of the curriculum.

Our results for the core subjects are as follows:

74% in Reading ARE or above

74% in Writing ARE or above

77% in Maths ARE or above

In the year 2024-2025 our average scaled score was 102.8 in core subjects in KS2.

In EYFS, we were in line with the national average with 67% achieving GLD (a Good Level of Development). This year we have seen a rise in the number of children with SEND and EHCPs within mainstream schools and this was the picture for our EYFS groups. 7% of our EYFS group were pupil premium last year. Within this group, we had 3.5% of children with EHCPs and another 3.5% of children with SEND. The adaptations, curriculum design, support and provision that was put in place ensured that all of the children made significant progress when compared to their baseline assessment.

The COVID-19 pandemic has had a significant impact on young children, including those now in Year 1, who were very young when the pandemic began. During critical early years, many of these children experienced lockdowns, social restrictions, and disruptions in their routines, which impacted their development in several ways.

In 2024/25, using the RWI programme, we achieved 83% pass rate in Y1 which is above the national average (80%). Those targeted with phonics intervention made significant progress and we achieved 93% passing by the end of Y2 which is also higher than national which was 89%. This is an increase from last year which shows the impact of RWI as a resource and that we are using it successfully to boost reading across the school.

Our PSA's work has continued, but at a lower level and we have built in elements into this year's plan to ensure we are meeting the needs of families and children. Disadvantaged children are involved in one of the many interventions and support strategies we have in place.

We have a range of ELSA trained staff across key stages who are supporting many of our disadvantaged students and their families. The behaviour around school is of a very high standard and all of our staff have a 'trauma-informed approach' towards behaviours. This ensures that we are supporting young people and their families to deal with situations and show our understanding and support that we can then provide or guide them to.

Disadvantaged children have resumed learning musical instruments and are encouraged to do so. They can also choose to be part of the school choir/orchestra if they wish to.

Attendance of Pupil Premium children is improving since strategies have been put in place to closely monitor and support families to aim towards 100% attendance. Last year, the average attendance percentage of PP child was 92.4% compared to the national average of 92.1%

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
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our PSA is partially funded by the service pupil premium so that she can check in with families on a regular basis and be the key person for any child who needs additional support in school. Our PSA leads a service pupil's club which has been very well-received. We also ensure all service pupils can have free peripatetic music lessons throughout the year. Additional support is given to any service premium children across the school who are not making the expected progress with their learning. We currently have six pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Service families report that they have felt very supported by the school and welcomed the contact from the PSA.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback using our revised feedback policy. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a grant from the local authority to ensure all staff throughout the school have had the 'Trauma Informed Training', (TIS). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of our previous year's strategies and adapted and improved them where necessary. We also considered the additional funding from the government and made sure we used it as effectively and efficiently as we could to gain maximum impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents via the PSA, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.