

Pupil premium strategy statement – Yew Tree Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	615
Proportion (%) of pupil premium eligible pupils	45.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	01.09.25
Date on which it will be reviewed	01.07.26
Statement authorised by	J.Barry
Pupil premium lead	R.Sherwood
Governor / Trustee lead	J.Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,900
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
EYPP	£7,000
Total budget for this academic year <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>	£400,900

Part A: Pupil premium strategy plan

Statement of intent

Opportunity for children and young people is too often defined by their background. Our intention is to do more to improve the life chances of our most disadvantaged children and break the link between background and future success.

The pupil premium grant plays a critical role in supporting the drive for rising standards and to ensure every child, no matter their background, can achieve and thrive. Pupil premium supports the aim of narrowing the gap between the attainment of disadvantaged pupils and their peers. We will consider the challenges faced by disadvantaged pupils and use pupil premium funding to address the specific challenges pupils face, through high-quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed.

High-quality teaching is vital in supporting our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Evidence such as that from the Education Endowment Foundation (EEF) shows that approaches that support high-quality teaching can be particularly effective at accelerating the progress of disadvantaged pupils, resulting in higher attainment. Stated in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment and progress will be sustained and improved.

The EEF recommends that approaches which support high-quality teaching should be a top priority for pupil premium spending, but the exact balance of spending between categories will vary depending on the specific needs of pupils and factors such as the size of the pupil premium cohort.

In our approach, we have considered how our strategy aligns with other strategic school improvement documents, such as the School Improvement Plan, to ensure that addressing disadvantage is a whole-school approach. Funding is used in line with the pupil premium conditions of grant with the intention of improving educational outcomes for disadvantaged pupils and that the approaches we select are informed by evidence.

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them. For example, low attainment may be an outcome of poor early language development.

When identifying challenges, we have drawn upon a range of data sources, including internal assessments and performance data, discussions with teachers and support staff and engagement with pupils and families.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessment data show that whilst the % of PP children achieving the expected standard in reading, writing and maths is in-line with the national average for PP in the majority of year groups, PP attainment is below Non-PP attainment.
2	Internal and external assessment data show that whilst the % of PP children achieving the greater depth standard in reading, writing and maths is in-line with the national average for PP in the majority of year groups, PP attainment in some year groups is below Non-PP attainment.
3	Closing gaps and increasing overall PP attainment due to the high number of SEND PP pupils who have additional needs. 2526 initial data SEND PP: Y6:28%, Y5:24%, Y4:31%, Y3:18%, Y2:18%, Y1:14% Ensuring SEND PP pupils good progress from their individual starting points towards their IEP targets or EHCP outcomes.
4	Assessments, observations and work with pupils indicates underdeveloped oral language skills and poor vocabulary amongst many PP pupils. Of the pupils receiving speech and language support from therapists, 74% (14/19) are PP
5	Internal assessment data and discussions with teachers highlight low early phonic attainment in Y1
6	Observations, monitoring and assessment data indicates a weakness in writing foundational skills, particularly for PP pupils. These skills include spelling and handwriting, sentence construction, control of grammar and use of vocabulary
7	Low starting points as (on entry 24/25) only 22% of Reception pupils were assessed as being on-track to achieve a good level of development by the end of EYFS. While this increased to 59% by the end of the year, we must anticipate and prepare for a similar picture in 2526 and make provisions for this. This is also in light of the fact the in 2425, 60% of the Reception cohort were new to school, did not attend our nursery and had significantly lower attainment on entry (nearly half of all new pupils were PP).
8	Observations and discussions with staff, pupils and families indicate social and emotional difficulties for many pupils and families. Support needed for pupils and families with more complex family situations that may prevent them from thriving in school (Family Support Worker, ECM Team, Pastoral support as well as external support when necessary).
9	Observations, pupil progress meetings and wider discussions with staff highlight a lack of resilience and application of metacognition and self-regulation strategies for some pupils when problem solving or faced with challenges in their work. Pupils need strategies (and modelling from adults) in order to develop their ability to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.
10	Observations and discussions with staff indicate many pupils, including PP pupils, do not have access to a wide and rich set of life experiences and have a lack of enrichment opportunities.
11	Our attendance data for 2425 indicates that while attendance for PP pupils is above the national average for PP, it is lower than the All Pupil's average.

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
Improved Reading, Writing and Maths attainment at the expected standard for PP pupils at the end of KS2	Internal and external assessments shows a reduction or removal of the attainment gap in R,W&M between PP and Non-PP pupils across all year groups at both expected and greater depth thresholds. KS2 outcomes in 25/26 show that PP attainment is at least in-line with national average for PP pupils.
At the end of KS2, progress in Reading, Writing & Maths for PP pupils is in-line with the national average	Achieve national average progress scores at the end of KS2 in Reading, Writing and Maths
Improved progress for PP pupils with identified SEND	Robust data analysis using Insight and toolkit evidence shows SEND pupils are making good progress from their individual starting points towards their IEP targets or EHCP outcomes. Discussions with pupils, parents and staff support this.
Improved phonic attainment for PP pupils	Y1 phonic outcomes in 2025/26 show that more than 80% of PP pupils have met the expected standard at the end of Y1. Y2 phonic re-take % shows more PP at the expected standard when compared to the end of Y1. Clear evidence that the phonic gaps in Y1 and Y2 have been reduced or removed.
Improved oral language skills and vocabulary among PP pupils	EYFS immerses pupils in vocabulary and every opportunity is maximised to ensure language acquisition and development.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils	Evidence in the form of ECM meeting records, pastoral half termly reviews, Insight data, parent & pupil annual surveys, teacher observations and monitoring of participation in enrichment activities demonstrates high levels of engagement and improvements in self-regulation and well-being.
Engagement of FSW with families, particularly PP families, to strengthen provision	Increased opportunities to work with Sandwell Family Hubs (inc. through the application process to become a mobile spoke) in order to strengthen provision for pupils and their families
To promote the extensive personal development of pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences.	Engagement of pupils in a broad curriculum which ensures that they have breadth of experiences Increased participation in enrichment activities, particularly among PP pupils, including trips and extra-curricular activities. Pupils have the opportunities to work with a wide range of visiting professionals.
To achieve and sustain improved attendance for all pupils, particularly PP pupils	Monitoring of attendance and punctuality shows attendance of PP pupils has improved and is in-line with Non-PP and national data.

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: £197,005.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to focus on securing professional development over the 25/26 academic year to drive meaningful change. Professional development directly links to the 25/26 School Development Plan (as recommended in the DFE report 'Using Pupil Premium: Guidance for School Leaders (March 2025)')</p> <p>CPD will include:</p> <ul style="list-style-type: none"> - Strengthening & growing the pedagogical thinking of all staff in order to remove barriers to learning and engage all including SEND (e.g. in line with IPP research [Mar 25] Who is losing learning?). - Reviewing EEF research (about SEND in mainstream) in order to guide, support and strengthen CPD and coaching in school. - Promoting staff ownership and understanding of interventions in place and ensure they are proactive in considering the specific focus of TAs during time allocated to them in class. - Strengthening the use of DIRT books/AfL to ensure that staff redirect or adjust TA deployment based on live marking/feedback in lessons. - Strengthening staff understanding and skill of strategies they can utilise in class to support mental health and wellbeing/SEMH pre-referral to the ECM team. - Providing CPD & coaching so that all staff support all pupils with the development of emotional resilience (ensuring staff are the role models in this) including the development and use of SUMO strategies. - CPD opportunities to address needs from analysis of 24/25 outcomes data, identifying priorities and showing impact on subsequent outcomes. - Effectively immersing EYFS pupils in vocabulary and how to maximise opportunities to ensure language acquisition and development. - Reviewing the approach to teaching spelling across the school, utilising Grammarsaurus materials, to enhance this aspect of the English curriculum. - Ensuring exemplary phonics delivery. 	<p>Our continued commitment to ensuring high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.</p> <p>Guide to the Pupil Premium September 2024 Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.</p> <p>The EEF Guide to the Pupil Premium Menu of approaches: evidence brief and supporting resources Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Using Pupil Premium: Guidance for School Leaders (March 2025) Consider how your strategy aligns with other strategic school improvement documents, such as your school improvement plan, to ensure that addressing disadvantage is a whole-school approach. English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life.</p> <p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT THE MECHANISMS OF PD Building knowledge Motivating teachers Developing teaching techniques Embedding practice</p> <p>DFE TSAR'S FIVE PRINCIPLES OF 'PROMISING INCLUSION'</p>	<p>1-11</p>

<ul style="list-style-type: none"> - Exploring strategies and actions which strengthen resilience and reduce apathy (inc. staff awareness of EOKS expectations). - Refreshing and embedding coaching/mentoring toolkits available to staff to ensure they effectively support the development of provision and practice. - Providing ongoing CPD so that staff manage behaviour consistently and effectively in order to reduce reliance on SLT and ensuring a greater understanding of their role in managing behaviour. 	<p>High quality and evidence-informed teaching practice. Inclusion starts with expert teaching. When this is embedded consistently and paired with early, targeted support for children, more learners stay in class and make progress.</p> <p>Inclusion as a strategic and shared responsibility. Leaders see inclusion as a core priority and principle across their settings, not a separate system. When responsibility is shared and guided by a clear ethos, schools align planning, development, and accountability to drive consistent, inclusive practice.</p> <p>TELLING THE STORY: THE ENGLISH EDUCATION SUBJECT REPORT MARCH 2024</p> <p>The report noted that the writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these.</p> <p>The Grammarsaurus scheme was introduced in 2324 in response to the above finding. CPD will focus on embedding foundational knowledge in 2526.</p>	
<p>Increased teaching capacity in Y6 English and Maths to strengthen provision and outcomes in core subjects.</p>	<p>Using Pupil Premium: Guidance for School Leaders (March 2025)</p> <p>English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life.</p> <p>EEF T&L toolkit:</p> <p>Reduction in class size +3 months, Feedback +6 months</p>	<p>1,2,3,6</p>
<p>Increased teaching capacity in Reception to strengthen provision and outcomes in core subjects.</p>	<p>SIP 2526</p> <p>Core Priority 2</p> <p>Our data shows that pupils start our school, typically, well below age-related expectations. This is in addition to pupils joining us from some of the most income deprived post codes in the country. Therefore, it is imperative that we ensure our EYFS is exceptionally strong so that pupils have the best start to education and achieve their very best.</p> <p>Using Pupil Premium: Guidance for School Leaders (March 2025)</p> <p>Prioritising early learning within a school prevents attainment gaps from establishing and widening in later years.</p>	<p>1,2,3,4,5,7</p>
<p>Improving outcomes through additional teacher releasing senior leaders from teaching commitments so that they have increased capacity to support teacher professional development, utilising their experience and expertise in providing personalised planning support, coaching & development work in order to improve outcomes for PP pupils.</p>	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report</p> <p>Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development</p> <p>PD is more likely to succeed when there is alignment between the aims of the programme and the priorities of the school or setting as well as support from leadership.</p>	<p>1,2,3,4,5,6,7</p>

<p>Role of additional teacher to provide subject leaders curriculum development time. Curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside coaching and staff CPD.</p>	<p>SIP 2526 By having an exceptionally strong curriculum across the school, matched with exemplary T&L, our pupils have the best chance of achieving outcomes in line with or better than the national average</p> <p>The EEF Guide to the Pupil Premium Menu of approaches: evidence brief and supporting resources Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>1,2,3,4,5,6,7</p>
<p>Funding used to release SENDCO from teaching commitments in order to increase capacity for her to work alongside teachers, providing advice and coaching & modelling support in order to build and strengthen our universal SEND offer so that there is evidence of exemplary provision across the school and that SEND pupils achieve as well as they can.</p>	<p>SIP 2526 Yew Tree has developed some excellent SEND practice and this is evident through, as well as many other aspects, the SEND Inclusion Award accreditation (June 2024). However, SEND demand continues to grow exponentially and there are 'shifting sands' in expectations due to local and national changes. This includes a growth in expectations around 'ordinarily available provision'. There is work for Yew Tree, like all schools, to do in evolving provision to meet this demand. This includes provision such as The Hive (and other targeted services) but must also include an evaluation of the universal offer which will strengthen the 'ordinarily available provision' for all. By focusing on this, as a core priority, staff will be supported and developed as we complete work in this area.</p> <p>EEF SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Summary of recommendations To a great extent, good teaching for pupils with SEND is good teaching for all. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>DFE TSAR'S FIVE PRINCIPLES OF 'PROMISING INCLUSION' High quality and evidence-informed teaching practice. Inclusion starts with expert teaching. When this is embedded consistently and paired with early, targeted support for children, more learners stay in class and make progress. Inclusion as a strategic and shared responsibility. Leaders see inclusion as a core priority and principle across their settings, not a separate system. When responsibility is shared and guided by a clear ethos, schools align planning, development, and accountability to drive consistent, inclusive practice.</p>	<p>3,4,7</p>
<p>Use of Insight diagnostic assessment to respond to the needs of pupils and address identified gaps in learning - pupil progress review meetings with Assessment Lead every term using Insight and gap analysis data following termly data drops.</p>	<p>Using Pupil Premium: Guidance for School Leaders (March 2025) Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress.</p>	<p>1,2,3,4,5,6,7,8</p>

<p>Subscriptions to support high-quality teaching to improve outcomes in English and Maths (including Lexia, Lesson Lab and Accelerated Reader)</p>	<p>Using Pupil Premium: Guidance for School Leaders (March 2025) English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life.</p>	<p>1,2,3</p>
---	--	--------------

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

Budgeted cost: £95,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using funding to increase provision for: Sounds Write Y1 Phonic interventions & Sounds Write Y2 Phonic interventions	<p>EEF SELECTING INTERVENTIONS Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.</p> <p>GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.</p> <p>EEF T&L TOOLKIT Phonics +5 months Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teaching should be explicit and systematic and matched to children’s current level of skill in terms of their phonemic awareness.</p> <p>Feedback +6 months Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	1,3,5
EYFS Talk Boost language interventions	<p>EEF T&L TOOLKIT Early years Interventions + 5 months</p> <p>EEF EARLY YEARS TOOLKIT Communication and language approaches +7 months Early literacy approaches +4 months Oral language intervention + 6 months Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</p> <p>SIP 2526 Ensure that EYFS immerses pupils in vocabulary and every opportunity is maximised to ensure language acquisition and development.</p>	3,4,7
Using funding to increase provision for Y6 Maths interventions	<p>EEF SELECTING INTERVENTIONS EVIDENCE INSIGHTS Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.</p> <p>GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.</p> <p>EEF T&L TOOLKIT Small group tuition +4 Feedback +6 Metacognition and Self-Regulation +8 Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for</p>	1,2,7,9

	<p>metacognitive talk related to lesson objectives. Teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress.</p> <p>Effective teaching practices include: Explicit teaching of metacognitive strategies. Prompting pupils to set goals and activate prior knowledge. Teachers modelling their own thinking and self-talk to demonstrate metacognitive strategies. Providing opportunities for pupils to reflect on, monitor their strengths and areas of improvement, and plan how to overcome current difficulties. Encourage reasoning and debate to promote reflection on knowledge and draw connections between topics.</p>	
Using funding to increase provision for Y2-Y5 Reading interventions	<p>EEF T&L TOOLKIT Feedback +6 Oral language interventions +6 Oral language interventions are about making the most of spoken language and verbal interaction for learning. The pupils might be using oral language with the purpose of:</p> <ul style="list-style-type: none"> - learning reading skills - developing their vocabulary - making connections with prior knowledge <p>In oral language interventions, the adult might be: modelling metacognitive strategies for reading comprehension providing feedback</p> <p>EEF SELECTING INTERVENTIONS Interventions must be closely matched to current barriers to learning. A reading intervention is likely to have far greater impact if it addresses the particular barrier to reading faced by a child (phonics, comprehension, fluency, motivation, etc).</p>	1,2,3,4,7
Speech and Language pupil support	<p>School evaluations show that during the 2024-2025 academic year, the enhanced speech and language support has had a profound impact on the school community, significantly improving pupils' communication skills and confidence. This initiative has also fostered a more inclusive environment, where children and parents/carers have felt heard and understood.</p> <p>In 25/26 the hours will be used to support children who require speech therapy to improve the fluency of the speech sounds as well as support the MAA process.</p>	4
After school small group support in Maths for Y5 and Y6 pupils (including higher attaining disadvantaged pupils in Maths)	<p>EEF T&L TOOLKIT Feedback +6 months Metacognition and Self-Regulation +8 Small group tuition +4 months Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives.</p> <p>Teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress.</p> <p>GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 The Pupil Premium is intended to support the life chances of socio-economically disadvantaged pupils and compensate for this disadvantage, which extends to high attainers. So it can—and should—be spent supporting programmes and interventions for eligible students who are high attainers.</p>	1,2,9

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

Budgeted cost: £108,081.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead: Maximise the use of strategies to ensure compliance with attendance expectations. Rigorously monitor the attendance across the school, inc. of PP so that support can be targeted carefully. Support meetings to work with families of identified PP pupils whose attendance needs to increase. Review the Attendance Action Plan and consider further bespoke strategies to maximise attendance and reduce PA.</p>	<p>GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.</p> <p>Interventions are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour.</p> <p>EEF T&L TOOLKIT Parental engagement +4</p> <p>Approaches to support attendance are outlined in the Working Together to Improve School Attendance guidance and in the Attendance Toolkit.</p> <p>The EEF has produced a supporting school attendance resource structured around six evidence-informed themes to support school leaders and attendance teams.</p>	11
<p>Family Support Worker: To work reactively with families and provide bespoke support.</p> <p>Family Support Worker to provide effective support to the ECM Team so that families in need are well supported and there is evidence of impact in improving engagement/outcomes (inc. management of early help referrals etc) & that parental partnership opportunities are developed.</p>	<p>EEF T&L TOOLKIT Parental engagement +4</p> <p>GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 Significant non-academic challenges can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.</p>	8
<p>Pastoral Team (KL, CD & SR): Provide effective outreach pastoral support so that children are settled in class and ready to learn.</p>	<p>THE EEF GUIDE TO THE PUPIL PREMIUM There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L TOOLKIT Social & Emotional Learning +4 Behaviour interventions +4</p> <p>EEF BEHAVIOUR INTERVENTIONS KEY FINDINGS Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce</p>	8,9

	<p>overall disruption and provide tailored support where required.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
<p>Residential subsidy: Ensure all disadvantaged children have the opportunity to partake in a subsidised residential experience in KS1 and KS2.</p>	<p>COUNCIL FOR LEARNING OUTSIDE THE CLASSROOM Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance.</p> <p>This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.</p> <p>'The lasting impact of outdoor adventure residential experiences on young people' H Prince - Journal of Adventure Education and Outdoor Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication.</p> <p>EEF T&L TOOLKIT Physical activity +1</p>	10
<p>Curriculum enrichment through visits and visitor to school so that pupils are given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.</p>	<p>COUNCIL FOR LEARNING OUTSIDE THE CLASSROOM: This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.</p>	10
<p>Subsidised places for extra-curricular clubs: provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents.</p>	<p>EEF T&L TOOLKIT Physical activity +1 Extending school time +3</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	10

Total budgeted cost: £ 400,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome - Reading, Writing & Maths attainment for disadvantaged pupils is in-line with national average

Statutory Results for Pupil Premium Pupils (Expected+)

	School PP	School Non-PP	In-year Gap	National All Pupils	National PP	Sandwell LA PP
READING	62%	67%	-5% (closed by 7%)	75%	60%	65%
WRITING	71%	66%	+5% (-2% gap start of year)	72%	59%	63%
MATHS	64%	65%	-1% (closed by 10%)	74%	60%	64%
COMBINED	50%	50%	No gap (closed by 6%)	62%	47%	50%

Statutory Results for Pupil Premium Pupils (Higher Standard)

	School PP	School Non-PP	Gap	National All Pupils	National PP	National PP Gap
READING	26%	29%	-3% (closed by 7%)	33%	21%	-18%
WRITING	7%	6%	+1% (remained the same)	13%	7%	-9%
MATHS	21%	17%	+4% (remained the same)	26%	15%	-16%
COMBINED	7%	6%	+1% (-2% gap start of year)	8%	4%	-6%

PP demographics (higher mobility, SEMH & SEND needs with higher rates of PA/risk of PA)

- 31% of PP pupils are SEND: 10 SEN Support & 3 EHCP pupils - significantly above the national average of 18.3% (*Non-PP: 25% are pupils with SEND: 12 SEN Support & 0 EHCP pupils*)
- 36% of PP pupils have SEMH needs and are accessing either/both internal pastoral support or external therapy (*Non-PP: 15%*)
- 12% of PP pupils are Young Carers (*Non-PP: 2% are Young Carers*)
- 9 PP pupils (21.4%) are persistently absent (*Non-PP: 4.2% of pupils are persistently absent - 2 pupils*)
- 12 PP pupils (28.6%) of pupils are at risk of persistent absence (*Non-PP: 16.7% of pupils are persistently absent - 8 pupils*)
- 7 PP pupils (17%) are known to the Safeguarding Team (*Non-PP 2%*)
- High mobility with nearly a quarter (24%) of PP pupils new in KS2. Of the 10 pupils new in KS2, 4 SEN Support, 1 EHCP, 2 PA, 3 at risk of PA (*Non-PP 12% new with 2 SEN Support, 2 at risk of PA*).

Despite the challenges listed above, we are pleased overall with PP attainment. Compared to National PP results, Yew Tree PP pupils were slightly above in Reading, Maths and at the combined measure. In Writing, Yew Tree PP pupils were above National PP and in-line with the All-Pupils result. We recognise the need to increase attainment so averages get closer to national all pupil results and this will be a priority for the 25/26 academic year.

We know that the Y6 cohort experienced disruption due to Covid-19 earlier in their schooling (Y1 Spring & Summer Terms), which will have affected individual pupils. To help us gauge the performance of pupils we ensured all pupils were baselined upon their return to school at the start of Y2 (though it should be noted there was a further national school closure in the Spring Term of Y2). From this entry baseline, we are able to gauge PP progress over time (see below) and can see that a significant number of pupils have made rapid progress:

Reading - 55% have made rapid progress

Writing - 64% have made rapid progress

Maths - 58% have made rapid progress

Y4 MTC

PP pupils entered Y4 with 18% scoring full marks (significantly below the expected standard). By the end of Y4, very good progress had been made in terms of pupils scoring full marks with 52% meeting this threshold. As a result of high-quality teaching supported by short but frequent interventions led by TAs, attainment for PP increased by 34% from their baseline. The PP result of 52% is significantly above the 2025 All Pupils National Result.

EYFS

The GLD % for PP pupils increased by 35% from a 23% entry baseline to 58% by the end of the year. At the end of Reception, there is a 6% disadvantaged GLD gap.

Intended outcome – to improve phonic standards for disadvantaged pupils

Year 1 Phonics

Very positive outcome with PP Phonic attainment in-line with the National All Pupils result and significantly above the National PP Result of 67%. PP pupils made fantastic progress from the end of the Autumn Term where 13% met the check when assessed (an increase of 69%). There is no significant disadvantaged phonic gap at the end of Y2.

Year 2 Phonics

18 PP pupils sat the phonic re-check with 11/18 (61%) passing. By the end of Y2, 86% of PP pupils have now passed the phonic check (an increase of 21% from the Y1 PP result of 65%). As a result of high-quality teaching supported by additional same day interventions led by TAs, PP pupils have made good progress and closed the phonic disadvantaged gap by 8%.

Intended outcome - Reading, Writing & Maths attainment for disadvantaged pupils is in-line with national average

Summative Assessment Data Y1-5

While attainment is not yet in-line with national averages, a number of year groups and subjects have seen increased attainment and the reduction of attainment gaps. The information below summaries the end of year picture for Y1-5.

Y5

Nearly 30% of the PP cohort are SEN Support/EHCP pupils which impacts attainment. Meeting national standards for All Pupils will be challenging but good progress is being made:

Y5 PP attainment - in-line with 2025 National PP in Reading at both thresholds, Writing at expected and Maths at greater depth. The priority for PP next year will be to increase attainment at the expected threshold in Maths and at greater depth in Writing as both are below 2025 National PP results.

Y5 PP progress - 24 pupils have KS1 SATs data. Progress from KS1 for these pupils is positive:

Reading - 92% are making expected progress with 25% of these pupils making rapid progress

Writing - 92% are making expected progress with 33% of these pupils making rapid progress

Maths - 92% are making expected progress with 21% of these pupils making rapid progress

Gaps closing from KS1 and have closed in-year (with the exception of Maths which has remained the same).

Y4

Y4 PP attainment is in-line with National 2025 PP result for Reading and Maths but below in Writing at the expected standard. At the GDS standard, attainment is in-line with National PP. The priority for PP next year will be to increase attainment at the expected threshold in Writing.

Y4 PP progress - 36 pupils have KS1 SATs data. Progress from KS1 for these pupils is positive:

Reading - 97% are making expected progress with 17% of these pupils making rapid progress

Writing - 97% are making expected progress with 17% of these pupils making rapid progress

Maths - 86% are making expected progress with 31% of these pupils making rapid progress

Gaps have closed in-year in Reading and Writing but not in Maths. The exception to this is in Maths where the in-year gap has remained the same though PP attainment is at 62%.

Y3

Y3 PP attainment is above the National 2025 PP result for Reading, in-line in Maths and just below in Writing. At the GDS standard, PP results are just below national PP in Reading, Writing and Maths. The priority for PP next year will be to increase attainment at the expected threshold in Maths and Writing.

Y3 PP progress - 44 pupils have Y2 teacher assessment data. Progress for these pupils is positive:

Reading - 82% are making expected progress with 20% of these pupils making rapid progress

Writing - 95% are making expected progress with 14% of these pupils making rapid progress

Maths - 89% are making expected progress with 14% of these pupils making rapid progress

PP attainment has increased this year resulting in the gaps in both Reading and Writing closing. While attainment in Maths has also increased, Non-PP attainment is higher resulting the gap increasing by 6%.

Y2

Y2 PP attainment – is low (R:52%, W:48%, M:50%). The priority for PP next year will be to increase attainment at the expected threshold in all subjects.

Y2 PP progress - 47 pupils have Y1 teacher assessment data. Greatest rapid progress has been seen in Writing

Reading - 91% are making expected progress with 11% of these pupils making rapid progress

Writing - 87% are making expected progress with 17% of these pupils making rapid progress

Maths - 81% are making expected progress with 11% of these pupils making rapid progress

The in-year gap for Reading has remained in-line, but has increased in Writing and Maths.

Y1

Y1 PP attainment – is high (R:70%, W:64%, M:76%). The priority for PP next year will be to maintain this.

Y2 PP progress - 47 pupils have Y1 teacher assessment data. Greatest rapid progress has been seen in Writing

Reading - 91% are making expected progress with 4% of these pupils making rapid progress

Writing - 89% are making expected progress with 4% of these pupils making rapid progress

Maths - 96% are making expected progress with 11% of these pupils making rapid progress

PP attainment is higher than Non-PP attainment in all subjects; as such there are no disadvantaged gaps.

Intended outcome – to improve attendance for disadvantaged pupils

High quality leadership and strategic planning have ensured strong attendance outcomes this year. The school was in the top 25% of FFT schools for attendance in both the Autumn and the Spring term.

Whole school attendance is 94.9%. This is above national and local attendance averages and an improvement from the previous year's figure of 94.7%.

PP overall attendance is 93.4% and is above the national PP attendance figure of 92.2% and Local Authority figure of 92.8%. Improved PP attendance from last year which was 92.9%.

2425 Overall PA is at 14.2% which is lower than local and national figures (NAT 15.5%, LA 15.0%).

Intended outcome – to improve strategies for dealing with challenges and resilience building

Insight provision mapping and evaluations of pastoral provision demonstrate effective support. Despite the challenging behaviour that the school is often presented with (due to influences outside of school), highly effective action is taken to support pupils and keep them safe. Consequently, the school has maintained no permanent exclusions for 4 years in a row. Suspensions have also dropped from 1.8% in 23/24 to 1.2% in 24/25. Pupil surveys results were overwhelmingly positive:

- 100% of pupils enjoy school and feel teachers listen to them.
- 100% agree/strongly agree that if they are worried there is an adult they can talk to.
- 95% of pupils feel safe in school.
- 100% agree that the school encourages them to respect people from other backgrounds and to treat everyone equally.
- 100% of pupils agree that they are proud to be part of the Yew Tree family.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.