

## Pupil premium strategy statement

This statement details our school's use of pupil 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	Yavneh Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	1.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<ul style="list-style-type: none"><li>• <b>2024 – 2025</b></li><li>• 2025-2026</li><li>• 2026-2027</li></ul>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs C Field
Pupil premium lead	Mrs Emma Marks
Governor / Trustee lead	Mr Mike Rubenstein

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
National Tutoring funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7400

## Part A: Pupil premium strategy plan – Statement of Intent

### What are your ultimate objectives for disadvantaged pupils?

At Yavneh Primary School, we are committed to ensuring that every child receives the highest quality education and the support they need to thrive. With a strong focus on nurturing and celebrating the individual strengths of every pupil, we believe that no child should be left behind.

We recognise the importance of targeted and impactful support for all pupils, including those from vulnerable groups. Our aim is to foster independent, motivated and confident learners through a rigorous and enriching curriculum, where all children are encouraged and challenged to achieve their full potential.

We are dedicated to creating a nurturing, inclusive, and outstanding learning environment that promotes academic excellence, personal development, and cultural growth. By celebrating each child's unique talents and addressing their individual needs, we ensure they leave Yavneh Primary School ready for the next stage of their education.

### What are the key principles of our strategy plan?

At Yavneh Primary School, we believe that every child is unique and capable of success. We are committed to ensuring that no child is left behind and that pupils eligible for Pupil Premium funding receive the right support to achieve their potential. Our principles include:

- High-Quality Teaching and Learning: We recognise that outstanding teaching is key to raising attainment. We will continue to prioritise quality-first teaching that meets the needs of every child.
- Focus on Basic Skills: We will prioritise targeted interventions in reading, writing, and maths to ensure all pupils achieve their full academic potential.
- High Expectations for All: We have high aspirations for all pupils and will provide a culture of support and challenge to overcome any barriers to learning.
- Inclusive Provision: While our Pupil Premium numbers are small, we will ensure that every child, regardless of background, receives the support they need to succeed.

We promote an ethos that promotes the school's motto of "Olam Chessed Yibaneh – A World Built on Kindness" for all, regardless of disadvantage or need

For all PP pupils to play a full and successful part in the academic and wider school community, our provision will include.

- Small group teaching
- Timetabled catch up and interventions in English and Maths if needed
- 1:1 support
- High quality feedback from staff
- Subsidising residential trips, music provision and extra-curricular activities

- Subsidise clubs, activities and educational visits

This list is not exhaustive and will change in according to the needs of our disadvantaged pupils and what they require.

### What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That the most effective method of addressing disadvantage is through a strong focus on ensuring there is high quality teaching learning and assessment.
- That providing high quality pastoral is essential to meet the social, emotional and mental health needs of all pupils.
- That the use of robust monitoring systems can identify barriers and effectively inform and evaluate interventions is essential to maximising the impact of PP funding.
- That specific intentions should be based on identified need.
- That PP funding is leveraged to benefit as many pupils as possible, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	To ensure that there is no attainment gap across reading, writing and maths.
2	To increase the % of pupils achieving greater depth
3	To ensure that disadvantaged pupils feel they receive the same opportunities: - Access to the wider curriculum - enrichment opportunities such as music and sports - Access to education - school trips, , swimming, uniform
4	To ensure that pupils have good social, emotional and mental health
5	80% PP pupils live between 2 houses. This can result in low self-esteem, social anxiety and inconsistent support at home.

## 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
To continue to achieve high standards in reading, writing and maths and work	Targeted teaching is personalised to the pupil's needs and is adapted where

towards ensuring there is no gap in attainment and progress between PP and non-PP pupils	<p>necessary to enable pupil to access curriculum and make progress.</p> <p>Pupils to read for pleasure.</p> <p>Teachers and teaching assistants receive high quality CPD, coaching and mentoring to deliver successful targeted teaching programmes alongside quality first teaching.</p> <p>QA observations, learning walks, work scrutiny, drop-ins and CPD to ensure that all pupils experience lessons that enable at least good progress to be made.</p> <p>Pupil progress meetings show that disadvantaged pupils perform in line with non – disadvantaged pupils and strategies are in place to ensure disadvantage pupils meet their targets</p> <p>Observations show that the targeted support delivered to pupils is effective and meeting their academic and social needs.</p>
Foster a positive learning environment where all pupils feel challenged and confident to participate and ask questions.	Learning walks show effective use of behaviour for learning strategies and routines in line with whole school policy.
To work with pupils to build on and improve confidence and social behaviour.	Increased self-esteem among pupils
Encourage pupils to openly communicate with adults at school regarding any concerns and problem-solving.	Pupils express comfort in discussing worries with school adults and finding solutions.
Enhance pupils' resilience and promote a willingness to work independently	Pupils demonstrate increased resilience and a greater inclination to work independently, resulting in higher levels of individual work production.

### 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: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training given to staff to ensure there is quality first teaching for all pupils and any gaps in attainment	<p>Evidence states that high quality teaching and effective professional development improves pupil outcome.</p> <p>Assessment data shows no gap.</p> <p>Pupils feel supported with social challenges</p>	1,2,3,4,5

are bridged.		
1:1 and small group interventions in place to support identified children	No attainment gap. % of pupils working at greater depth increases. Small group tuition approaches support pupils to make effective progress by providing intensive, targeted academic support to those identified Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching	1,2 ,5
Regular assessments to identify underperforming pupils and to signpost interventions.	Pupil progress meetings show that PP pupils perform in line with non - PP pupils and strategies are in place to ensure PP pupils meet their targets	1, 2
Maths Mastery curriculum, New writing curriculum, Penpals, Kapow programme in place throughout the whole school	Pupils make progress in line with their peers Teaching across all year groups is progressive and well sequenced.	1,2
Training given to staff by mental health leads to support pupils emotional well - beings Well being and Me Award Kapow purchased and implemented	Observations show that the targeted support delivered to pupils is effective and meeting their emotional needs. Pupils confidently engage in Heads up activities, and are observed using these strategies during work and play.	4,5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted teaching from TA's and teachers working on child's specific needs and targets	Data shows pupil is making progress Pupils reading daily so reading fluency and confidence improves. Early morning and afterschool interventions	1, 2, & 4
Touch Typing	Life skill is taught. Touch, type, read and spell programme and reading and spelling levels increase	1, 2 & 4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health practitioner	Pupils have space to express their emotions. Impact behaviour and well-being improves	4 & 5
Breakfast club, Lunchtime clubs & activities	Breakfast and after school clubs are available to help support the attendance of pupils and provide children with a nutritious breakfast before school.	3,4,5
Provide high quality pastoral care including mentoring and support of vulnerable pupils by well-being team	Pupil confidence has increased and pupils have secure relationships with staff who can support them. Participating in sports and physical activity is likely to have wider health and social benefits.	1 & 4
Social Skills groups run weekly	Pupils well equipped to manage and regulate emotions. Pupils happy to talk about feels and find solutions to problems	1 & 4
Ensure that pupils can access full taught and extra curriculum - payments for school trips, residential	Pupils gain more social and team building opportunities	3, 4
After school clubs - 1 per child per term	Pupils gain additional sports skills	3, 4
Support with school trips and residential trips	Pupils gain access to the wider curriculum	1,2,3,4,5

**Total budgeted cost: £7400**

## Part B: Review of outcomes in the previous academic year

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Review of outcomes in the previous academic year

At Yavneh Primary School the following provisions were put into place to support disadvantaged pupils:

- Art therapy
- Increased focus on Wellbeing support
- Additional Reading, writing and maths support
- Small group maths
- 1:1 maths
- 1:1 reading and writing interventions
- Payment of school trips
- Purchasing of school equipment
- Increase parent engagement through ongoing communication
- Children engaged in extracurricular activities such as sports & wrap around care and music clubs paid for by the funding.

### Progress towards outcome 1 & 2:

90% of pupils made at least expected progress.  
 18% of pupils made better than expected progress in writing being assessed as working at greater depth,  
 18% pupils working at greater depth in reading  
 18% pupils working at greater depth in writing  
 18% pupils working at greater depth in maths  
 Teachers ensured that disadvantaged pupils are part of focus groups in class and in intervention groups where required.

## Attainment and progress of disadvantaged

**ATTAINMENT:** Totals for each group appear in brackets, and reflect the number of pupils in that group with attainment

→ EXS or GDS

READING																																	
	All			Boys			Girls			SEN			Non SEN			FSM			Non FSM			Pupil Premium			Non Pupil Premium			EAL			Non EAL		
Year 4	3	(3)	100.0%	1	(1)	100.0%	2	(2)	100.0%	0	(0)	-	3	(3)	100.0%	3	(3)	100.0%	0	(0)	-	3	(3)	100.0%	0	(0)	-	0	(0)	-	3	(3)	100.0%
Year 5	2	(2)	100.0%	1	(1)	100.0%	1	(1)	100.0%	0	(0)	-	2	(2)	100.0%	2	(2)	100.0%	0	(0)	-	2	(2)	100.0%	0	(0)	-	0	(0)	-	2	(2)	100.0%
Year 6	5	(6)	83.3%	3	(3)	100.0%	2	(3)	66.7%	1	(2)	50.0%	4	(4)	100.0%	5	(6)	83.3%	0	(0)	-	5	(6)	83.3%	0	(0)	-	0	(0)	-	5	(6)	83.3%
ALL	10	(11)	90.9%	5	(5)	100.0%	5	(6)	83.3%	1	(2)	50.0%	9	(9)	100.0%	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%	0	(0)	-	0	(0)	-	10	(11)	90.9%

WRITING																																	
	All			Boys			Girls			SEN			Non SEN			FSM			Non FSM			Pupil Premium			Non Pupil Premium			EAL			Non EAL		
Year 4	2	(3)	66.7%	1	(1)	100.0%	1	(2)	50.0%	0	(0)	-	2	(3)	66.7%	2	(3)	66.7%	0	(0)	-	2	(3)	66.7%	0	(0)	-	0	(0)	-	2	(3)	66.7%
Year 5	1	(2)	50.0%	0	(1)	0.0%	1	(1)	100.0%	0	(0)	-	1	(2)	50.0%	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	0	(0)	-	1	(2)	50.0%
Year 6	4	(6)	66.7%	1	(3)	33.3%	3	(3)	100.0%	1	(2)	50.0%	3	(4)	75.0%	4	(6)	66.7%	0	(0)	-	4	(6)	66.7%	0	(0)	-	0	(0)	-	4	(6)	66.7%
ALL	7	(11)	63.6%	2	(5)	40.0%	5	(6)	83.3%	1	(2)	50.0%	6	(9)	66.7%	7	(11)	63.6%	0	(0)	-	7	(11)	63.6%	0	(0)	-	0	(0)	-	7	(11)	63.6%

MATHS																																	
	All			Boys			Girls			SEN			Non SEN			FSM			Non FSM			Pupil Premium			Non Pupil Premium			EAL			Non EAL		
Year 4	3	(3)	100.0%	1	(1)	100.0%	2	(2)	100.0%	0	(0)	-	3	(3)	100.0%	3	(3)	100.0%	0	(0)	-	3	(3)	100.0%	0	(0)	-	0	(0)	-	3	(3)	100.0%
Year 5	1	(2)	50.0%	1	(1)	100.0%	0	(1)	0.0%	0	(0)	-	1	(2)	50.0%	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	0	(0)	-	1	(2)	50.0%
Year 6	6	(6)	100.0%	3	(3)	100.0%	3	(3)	100.0%	2	(2)	100.0%	4	(4)	100.0%	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%	0	(0)	-	0	(0)	-	6	(6)	100.0%
ALL	10	(11)	90.9%	5	(5)	100.0%	5	(6)	83.3%	2	(2)	100.0%	8	(9)	88.9%	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%	0	(0)	-	0	(0)	-	10	(11)	90.9%

**PROGRESS:** Totals for each group appear in brackets, and reflect the total number of pupils in that group with a measure of progress (please note these may differ depending on the type of progress chosen)

→ Key Stage

→ Light Green & Above

Using Validated/Estimated KS1 data (where present) for progress across KS2

READING																														
	All			Boys		Girls		SEN		Non SEN		FSM		Non FSM		Pupil Premium		Non Pupil Premium		EAL		Non EAL								
Year 4	3	(3)	100.0%	1	(1)	100.0%	2	(2)	100.0%	0	(0)	-	3	(3)	100.0%	3	(3)	100.0%	0	(0)	-	0	(0)	-	3	(3)	100.0%			
Year 5	1	(2)	50.0%	0	(1)	0.0%	1	(1)	100.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	0	(0)	-	0	(0)	-	1	(2)	50.0%			
Year 6	6	(6)	100.0%	3	(3)	100.0%	3	(3)	100.0%	2	(2)	100.0%	4	(4)	100.0%	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%
ALL	10	(11)	90.9%	4	(5)	80.0%	6	(6)	100.0%	2	(2)	100.0%	8	(9)	88.9%	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%

WRITING																														
	All			Boys		Girls		SEN		Non SEN		FSM		Non FSM		Pupil Premium		Non Pupil Premium		EAL		Non EAL								
Year 4	3	(3)	100.0%	1	(1)	100.0%	2	(2)	100.0%	0	(0)	-	3	(3)	100.0%	3	(3)	100.0%	0	(0)	-	0	(0)	-	3	(3)	100.0%			
Year 5	1	(2)	50.0%	0	(1)	0.0%	1	(1)	100.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%			
Year 6	6	(6)	100.0%	3	(3)	100.0%	3	(3)	100.0%	2	(2)	100.0%	4	(4)	100.0%	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%
ALL	10	(11)	90.9%	4	(5)	80.0%	6	(6)	100.0%	2	(2)	100.0%	8	(9)	88.9%	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%

MATHS																														
	All			Boys		Girls		SEN		Non SEN		FSM		Non FSM		Pupil Premium		Non Pupil Premium		EAL		Non EAL								
Year 4	3	(3)	100.0%	1	(1)	100.0%	2	(2)	100.0%	0	(0)	-	3	(3)	100.0%	3	(3)	100.0%	0	(0)	-	0	(0)	-	3	(3)	100.0%			
Year 5	1	(2)	50.0%	1	(1)	100.0%	0	(1)	0.0%	0	(0)	-	1	(2)	50.0%	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%	0	(0)	-	1	(2)	50.0%
Year 6	6	(6)	100.0%	3	(3)	100.0%	3	(3)	100.0%	2	(2)	100.0%	4	(4)	100.0%	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%	0	(0)	-	6	(6)	100.0%
ALL	10	(11)	90.9%	5	(5)	100.0%	5	(6)	83.3%	2	(2)	100.0%	8	(9)	88.9%	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%	0	(0)	-	10	(11)	90.9%

## Attainment and progress data for disadvantage pupils who left year 6 in 2024

KS1 Baseline			Year 6		
Estimated &/or Validated			Endpoint		
REA	WRI	MAT	REA	WRI	MAT
EXS	EXS	EXS	EXS	EXS	EXS
WTS	WTS	WTS	EXS	EXS	EXS
WTS	WTS	WTS	EXS	WTS	EXS
EXS	EXS	EXS	EXS	GDS	GDS
WTS	WTS	WTS	WTS	EXS	EXS
WTS	WTS	WTS	EXS	WTS	EXS

50% made better than expected progress in reading and 83% were working at EXE (the child working at WTS missed EXE by 1 mark)

50% made better than expected progress in writing

83% made better than expected progress in maths

1 child with SEND made better than expected progress in reading and maths



Progress towards outcome 3

We have worked closely with external agencies to ensure that all disadvantaged pupils are attending clubs, these range from wrap around care, breakfast clubs, sports clubs and music lessons.

We have partially or fully funded all disadvantaged pupils to attend all trips and residential outings. 100% of children have attended these opportunities.

100% pupils were given pencil cases and all stationary needed to thrive in the classroom.

Progress towards outcome 4

The interventions have provided a strong foundation for these pupils to thrive emotionally, socially and academically.

Feedback from support.

Pupils demonstrated increased confidence in expressing their emotions and thoughts through creative mediums.

Pupils showed improvements in emotional regulation improving their ability to express their emotions

Pupils exhibited improved confidence when engaging with peers, demonstrating better turn-taking, active listening, and cooperation skills.