

# **Yeoman Park Academy Pupil Premium Strategy 2025-26**

**Executive Principal**  
**Principal**  
**Chair of Governors**

Lucy Spacey  
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# Pupil premium strategy statement

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	Yeoman Park Academy
Number of Learners in school	139
Proportion (%) of Pupil premium eligible Learners	[68] 49%
Academic year/years that our current Pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-26
Date this statement was published	Sept 25
Date on which it will be reviewed	July 26
Statement authorised by	Courtney Hoop Principal
Pupil premium lead	Courtney Hoop Principal
Governor / Trustee lead	Pete Edwards, lead for disadvantage pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 310
Recovery premium funding allocation this academic year	
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	£66,310
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## Part A: Pupil premium strategy plan

### Statement of intent

At Yeoman Park Academy, all Learners have SEND, an EHCP and associated learning disability. The majority have ASD and difficulties in communication – social skills and self-regulation. The overarching strategy is that by addressing these core skills we will raise attainment across all areas.

For learners with PMLD (Profound Multiple Learning Disabilities) where learners are likely to stay on early development skills there may be specialist equipment and / or communication software that is appropriate.

All learners are classed as vulnerable and disadvantaged. The school is based in the middle of an ex-mining community and as such has a deprived socio-economic background. To minimise the impact of the disadvantages our ultimate aim is to ensure all our learners are able to communicate, access their full curriculum entitlement by having their sensory needs, emotional needs and resource needs met.

Our Pupil premium strategy works towards our aims, by providing interventions and support via trained staff and by ensuring consumable resources support the implementation of the curriculum.

Learners may not have had the opportunity to access the local and wider community. They may also be part of a dynamically strained family and not have regular access to a routine, have their basic needs being met and regular meals. To support this the school operates a breakfast club and clothes bank.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with parents and other professionals indicate that learners through the nature of their learning difficulties have limited <b>communication and language</b> skills.
2	Assessments, observations and discussions with parents and other professionals indicate that learners have a limited <b>ability to self-regulate</b> which results in behaviours.
3	Assessments, observations and discussions with parents and other professionals indicate that learners that have <b>sensory overload</b> have their ability to engage with tasks is impaired.
4	Assessments, observations and discussions with parents and other professionals indicate that learners have <b>limited social interaction skills</b>
5	Assessments, observations, research and discussions with parents and other professionals indicate that learners have <b>limited working memory</b> so may struggle with simple tasks or to follow instructions.
6	Assessments, observations and discussions with parents and other professionals indicate that learners may have <b>limited life experiences</b> outside of their own home. Some families are reluctant to take them out due to behaviours or cost.
7	Assessments, observations and discussions with parents and other professionals indicate that some households have <b>limited disposable income</b> to support their child's education
8	Assessments, observations and discussions with parents and other professionals indicate that learners and families indicate that many <b>lack regular routines</b> in the home and families struggle to engage in their child's education or to meet basic needs.
9	Assessments, observations and discussions with parents and other professionals indicate that some parents have their own <b>learning disabilities and/or mental health</b> issues
10	Assessments, observations and discussions with parents and other professionals indicate that some Learners are subject to <b>Adverse Childhood Experiences (ACE)</b> .

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved communication & language skills.	Assessments and observations indicate significantly improved communication skills that are supported by AAC (Augmentative & Alternative Communication)
Increased attainment in the core subjects	Assessments and observations indicate significantly improved reading & writing skills
Increased ability to self-regulate.	Assessments, observations and behaviour recordings demonstrate a reduction in significant incidents
Improved ability to cope with sensory overload.	Assessments, observations and recordings demonstrate that strategies recorded on the communication profile demonstrate a reduction in behaviours.
Improved social interaction skills.	Assessments, observations and recordings demonstrate improved social interaction skills.
Improved working memory	Assessments, observations and recordings demonstrate improved working memory skills during 1:1 and small group sessions.
Opportunities for wider visits & trips	Learners have accessed the community and had a wider variety of community visits.
Learners are supported to access enhanced provision	Learners are supported with bespoke resources to meet individual learning needs.
Families are supported with regular routines	Families are supported by a Family Support Worker to establish routines and to support with behaviour and self-regulation.
Strategies and support in place for Mental Health	Three staff are trained in THRIVE and a support package is established in school resulting in improved attendance
Support for ACE	Three staff are trained in THRIVE and a support package is established in school resulting in improved attendance. These staff have trained other staff to support learners.

## 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: 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
G4 TA Reading coordinator to support reading across the academy  Identify Training	Teaching assistant (TA) deployment & interventions. EEF guidance report on Making The Best Use of Teaching Assistants. EEF Toolkit Teaching Assistant Interventions. 1:1 and small group tuition EEF Toolkit One to one tuition, small group tuition	1,2,3,4,5     31,083*
G4 0.40 TA Music Interaction / communication specialist to support across the academy  Identify Training	Teaching assistant (TA) deployment & interventions. EEF guidance report on Making The Best Use of Teaching Assistants. EEF Toolkit Teaching Assistant Interventions. 1:1 and small group tuition EEF Toolkit One to one tuition, small group tuition	1,2,3,4,5     6000*
1.0 Employ Family Support Worker	Supporting attendance EEF Guidance Working with parents to support children's learning Communicating with and supporting parents EEF toolkit parental engagement	6,7,8,9,10     43,840*
1.5/5 Occupational Therapist	Teaching assistant (TA) deployment & interventions. EEF Targeted Interventions and resources to meet the specific needs of SEND EEF Supporting pupils' social, emotional and behavioural needs	2,3,9     32,000*

Greyed areas indicate that funding may be able to be pulled from elsewhere to cover these costs.

\*These roles are partially funded by Pupil Premium

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

Budgeted cost: 3,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase RWInc resources to support reading	Technology & resources focussed on supporting high quality teaching & learning EEF Using Digital Technology to Improve Learning	1,5

Purchase Launchpad to Literacy to support pre-reading & communication skills	Technology & resources focussed on supporting high quality teaching & learning EEF Using Digital Technology to Improve Learning	1,5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing).

Budgeted cost: 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Breakfast Clubs and Meal Provision  EEF Magic Breakfast Programme	7,8
Supported Visits	Extracurricular Activities  EEF Arts Participation	6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## 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 Learners in the 2024 to 2025 academic year.

Our internal assessments – B-Squared Connecting Steps / Engagement Steps suggested that the gap between learners in receipt of and not in receipt of pupil premium had reduced. The strategies employed were applicable to all learners.

Learners responded well to small group and 1:1 interventions and there was accelerated attainment in Literacy resulting in improved attainment in communication and social interaction. Behaviour recording also indicated that learners had improved self-regulation skills.

All learners had been baselined in reading and both learners in receipt of and not in receipt of pupil premium had made progress. Reading remains a focus of our plan.

Staff appointments have proved effective, as they are able to facilitate smaller group and 1:1 work resulting in notably higher learner engagement in sessions.

The variety of approaches has also proved successful with engaging learners as documented in learner records.

Because of a pro-active pupil voice Mental Health and identity is areas in which our learners struggle. Staff will continue to support Mental Health through ELSA reaccreditation.

Strategies will continue to support Communication – Social Interaction – Self Regulation.

### Externally provided programmes

Programme	Provider
Nil	

### Service pupil premium funding (optional)

Measure	Details
Nil	