

Yardleys Pupil Premium Strategy Statement

This statement details Yardleys' use of pupil (and recovery) premium funding for 2023-2024 to improve the attainment and progress and support the safety and well-being of our disadvantaged pupils. It outlines a three-year strategy plan that is reviewed every year, focusing on the use and impact of the funding.

School Overview

Detail	Data
School name	Yardleys School
Number of pupils in school	924 – September 2023
Proportion (%) of pupil premium eligible pupils	41.99% – September 2023
Academic year/years that our current pupil premium strategy plan covers (three year plans are recommended)	2021-2024
Date this statement was published	November 2021 Review 1 – October 2022 Review 2 – October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Neil Warner
Pupil premium lead	Victor Webb
Governor / Trustee lead	Nadeem Khan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	approx. £423,353 – April 2023-March 2024
Recovery premium funding allocation this academic year	£127,788
School-Led Tutoring Grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£551,141
Three core areas of spending	
To support quality first teaching (50%)	£275,570
To facilitate small group support (25%)	£137,785
To support wider school approaches (25%)	£137,785

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Yardleys, our vision is one of academic excellence and whole-child education, achieved through working together. In order to realise this vision and ensure that all pupils, regardless of their background and any barriers they may face (which could be considerable), fulfil their potential, this plan sets out to:

- Continue to prioritise high quality teaching, as research has consistently shown this to have the most significant impact on improving pupil-outcomes, especially those from disadvantaged backgrounds.
- Ensure access to a broad, rich and challenging curriculum and afford pupils with as many extra-curricular and enriching opportunities and experiences as possible.
- Continue to also prioritise pupils' safety and well-being.
- Monitor and track pupils, academically and pastorally, and intervene and support when and where it is needed.
- Aim to achieve certain measures of performance:
 - PP pupils to meet or exceed national averages (of not just PP, but non-PP).
 - Narrow the gap in pupil-outcomes between PP pupils and non-PP pupils at Yardleys.
 - And then narrow the gap in pupil-outcomes between PP Boys and Girls.
 - Narrow the gap in EM 5+ between PP and non-PP and exceed national average.
 - To ensure positive P8 for the HPA PP pupils.
 - Increase EBacc entry and attainment for PP pupils.
- Given the fundamental and foundational importance of reading to not only academic success, but also to quality (and even longevity) of life, continue the commitment to Literacy at Yardleys.
- Continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the aspirations and potential of all pupils.

This plan is underpinned by and makes significant use of [DfE](#) and [EEF](#) guidance reports, specifically that funding is allocated based on the EEF three-tiered model with 50% directed at supporting quality first teaching, 25% on small group or individual support and 25% on wider school approaches.

Challenges

Below is a summary of data to contextualize the intent, challenges and outcomes that pertain to this Statement. In particular, it is a summary of attendance, Literacy and Outcomes, and in that order, because we know that if we can get the pupils into school as much as possible and ensure we are focusing on the right areas, the results will take care of themselves. Furthermore, this is data with external measures to compare and contextualize within.

Attendance

2017-2018 All: 95.09%		2018-2019 All: 95.08%		2019-2020 All: 95.28%		2020-2021 All: 93.44%		2021-2022 All: 93.99%		2022-2023 All: 94.39	
PP	non-PP	PP	non-PP	PP	non-PP	PP	non-PP	PP	non-PP	PP	Non-PP

Attendance	94.55%	95.65%	94.33%	95.77%	94.43%	96.12%	92.91%	93.96%	93.25%	94.73%	93.52%	95.27%
In-School Difference	1.1%		1.44%		1.69%		1.05%		1.48%		1.75%	
DfE (Diff.)	94.5% (0.05%)		94.5% (0.17%)						91% (2.25%)		90.8% (2.72%)	
FFT WM (Diff.)											90.8% (2.72%)	

Persistent Absence #	50	30	47	19	51	26	76	55	19.4%	13.5%	18%	8.4%
In-School Difference									5.9%		9.6%	
DfE	13.9%		13.7%						27.7% (8.3%)		27.3% (9.3%)	
FFT											28% (10%)	

Auth. Absence	2.71%	2.27%	3.22%	2.89%	3.93%	2.67%	4.68%	4.05%	4.11%	3.45%	3.57%	3.15%
In-School Difference	0.64%		0.33%		1.26%		0.63%		0.66%		0.42%	
DfE (Diff.)	3.9%		3.7%						6.2%		5.8%	

Unauth. Absence	2.74%	2.08%	2.45%	1.34%	1.62%	1.21%	2.42%	1.99%	2.65%	1.82%	2.91%	1.58%
In-School Difference	0.66%		1.11%		0.41%		0.43%		0.83%		1.33%	
DfE (Diff.)	1.6%		1.8%						2.8%		3.4%	

Lates	1.88%	0.93%	2.02%	1%	1.8%	1.02%	1.17%	0.63%	1.59%	0.96%	2.75%	1.6%
In-School Difference	0.95%		1.02%		0.78%		0.54%		0.64%		1.15%	

All DfE and FFT figures are for Secondary only, but does refer to all pupils, not just PP. This is not a problem because, as outlined in the 'Statement of Intent' above, the aim at Yardleys is to provide an education that is not comparable or seeks to exceed that of PP pupils at other schools, but in order to achieve real social mobility for our pupils, the barometer is non-PP pupils. The pattern in the data above is clear: PP pupils at Yardleys attend school more than the average attendance at other secondary schools with persistent absence markedly lower. Furthermore, while attendance has not returned to pre-covid levels, the recovery at Yardleys is much better and closer than nationally.

Literacy

Reading

Reading is fundamental and foundational for not only academic success, but life beyond the classroom. Quite simply, it is the silver bullet. Given its importance, significant resources have been invested in Literacy at Yardleys over the last few years, funding of which has been drawn from pupil premium. One such evidence of this commitment is the school's Guided Reading programme, which aims to give every pupil an opportunity to read for 35 minutes three times a week, and over the course of the year (and the five years at Yardleys) access and exposure to numerous and a wide range of books. As part of that programme, pupils sit a NGRT reading test once a year in order to track their progress and attainment. Below is a summary of the data. It indicates that by the end of last year the average score for all cohorts was above 100 (the national average) and generally rise the longer the pupils participate in the programme, increasingly so for PP pupils.

	Jun-18	2018-2019		2019-2020			2020-2021			2020-2022			2020-2022		
		Jun-19	Diff. from Start	Dec-20 (Covid Delay)	Diff. from Jun-19	Diff. from Start	Jun-21	Diff. from Dec-20	Diff. from Start	Jun-22	Diff. from Jun-21	Diff. from Start	Jun-23	Diff. from Jun-22	Diff. from Start
Overall	97.83	101.81	3.98	100.68	-1.13	2.85	102.61	1.93	4.78	103.15	0.54	5.32	104.82	1.67	6.99
PP	97.47	101.61	4.14	101.54	-0.07	4.07	102.82	1.28	5.35	102.68	-0.14	5.21	103.34	0.66	5.87
non-PP	98.02	101.92	3.9	100.12	-1.8	2.1	102.47	2.35	4.45	103.44	0.97	5.42	105.67	2.23	7.65
Male PP	96.13	100.15	4.02	97.85	-2.3	1.72	101.79	3.94	5.66	101.12	-0.67	4.99	102.06	0.94	5.93

The impact of GR for all pupils is evident and although the overall progress from June 2018 (the start of the programme) is higher for non-PP than PP, the importance of the difference in 5.87 to the average SAS for a PP pupil cannot be underestimated, especially as it is also now above 100, the national average (for all pupils). Furthermore, the impact of GR as a covid-recovery programme cannot be underestimated either. And arguably, the rise in outcomes evident on the next page may partly, given the correlation between literacy levels and academic success, be a direct consequence of the GR and the progress pupils have made in their reading over a five-year period (despite the disruption of the pandemic).

Furthermore, GR represents only the first wave of literacy intervention at Yardleys; there are two further waves:

- I. First Wave: Guided Reading – targeted at all pupils.
- II. Second Wave: 'Fresh Start' – a catch-up phonics programme for new Year 7 pupils.
- III. Third Wave: 'Switch-On Reading' and/or 'Peer Reading' – small-group/one-to-one for pupils in 7-10.

Data, both qualitative and quantitative, from these second and third waves of intervention indicates a similar impact as GR.

Disciplinary Literacy

In addition to the foundational importance of reading, the school also recognises the different literacy demands each subject expects and places on pupils, which is why it is one of the stated priorities in the School Development Plan. In the Summer Term of 2022-2023 and Autumn Term of 2023-2024 all teaching staff completed both parts of the National Literacy Trust's Disciplinary Literacy training course. Furthermore, a Lead Practitioner for Disciplinary Literacy was appointed in September 2023 to work both whole-school, upskilling all teachers in underlying knowledge, i.e. such as grammar, and specific subjects to support their curriculum development and teaching and learning, examples of this already include: worded-questions in Maths; marrying key terminology with concision of writing in Geography; essay writing-frames for extended written responses in History; what evaluation looks like in DT and iMedia.

Outcomes – GCSE Results

	2017-18			2018-19			2021-2022			2022-2023					
	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G			
Progress 8	0.27	0.15	0.42	0.41	0.15	0.67	0.34	0.19	0.5	0.33	0.28	0.32			
		-0.07/0.38	0.3/0.52			-0.02/0.34		0.52/0.89			0.09/0.07	0.17/0.84		0.11/0.59	0.13/0.75
In-school difference: PP to non-PP		0.27			0.42			0.38			0.04				
National Average		-0.44	0.13		-0.45	0.13		-0.55	0.15		-0.57	0.17			
PP Difference from National average	0.59	0.02	0.6	0.02	0.64	0.04	0.85	0.11							
	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G	All	PP B/G	non-PP B/G			
Attainment 8	46.56	46.05	47.02	46.39	44.23	49.85	46.39	43.96	48.04	44.71	44.44	44.96			
		44.98/46.22	47.75/45.53			42.9/45.69		49.9/49.76			42.77/44.34	47.29/47.49		41.6/48.9	41.32/53.42
In-school difference: PP to non-PP		0.97			5.62			4.08			0.52				
PP Difference from National average		0.45			2.47			4.84			1.76				
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP			
English & Maths Grade 4+	67%	67%	67%	64%	51%	74%	64%	59%	67%	65%	63%	65%			
In-school difference	-			23%			-4%			2%					
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP			
English & Maths Grade 5+	45%	45%	46%	43%	38%	56%	43%	30%	51%	45%	43%	46%			
In-school difference		1%			18%			21%			3%				
National Average		25%	50%		25%	50%		30%	57%		25%	52%			
PP Difference from National average		20%	5%		13%	12%		-	27%		18%	9%			
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP			
EBaCC Entry	5%	4%	6%	6%	6%	5%	22%	22%	21%	15.64%	22%	17%			
In-school difference	2%			1%			1%			5%					
	All	PP	non-PP	All	All	non-PP	All	PP	non-PP	All	PP	non-PP			
EBaCC APS (Strong)	3.63	3.61	3.66	3.91	3.58	3.99	3.91	3.68	4.07	3.62	3.62	3.62			
In-school difference		0.05			0.41			0.39			-				

NB data from 2020 and 2021 results (i.e. TAGs) has been removed, in-line with DfE guidance in the difficulty of comparing it with pre and post-covid data.

Broadly, the pattern in pupil-outcomes, quite naturally, follows on from what is seen in the above attendance and literacy data: in terms of P8, pupils at Yardleys exceeding not only their PP, but their non-PP peers nationally. The challenge, again, as outlined in the 'Statement of Intent' is the in-school variation, although in 2023 there were significant gains made in all measures. A further challenge is reducing the gap between PP Boys and Girls, which although narrowed in 2022 (+0.02 in P8), widen again in 2023 (-0.48).

Challenge Number	Challenge Detail
1. (Lower) Levels of Literacy	Historically, PP pupils beginning at Yardleys in Year 7 have, on average, a lower KS2 Sats score for reading than their non-PP peers, both in-school and nationally. In order to address this gap and reverse this trend from continuing into their secondary education, improving their levels of literacy is vital and this challenge has been listed as number one, because it underpins so much of what follows beneath.
2. Disciplinary Literacy	Furthermore, as the curriculum continues to develop with an emphasis on broadening and deepen (substantive) knowledge, this needs to be mirrored with pupils' literacy skills, so that they are able to fully express the knowledge in a particular subject-area (in all subjects) as an expert in that subject, i.e. as an Historian or Mathematician.
3. External Barriers (Curriculum and Extra Curricular)	Because PP pupils may face certain barriers outside of school that reduces their opportunities, experiences and level of guidance and support, the curriculum must be as broad, rich and challenging as possible to ensure academic, career/employment and social progression and mobility. (The same applies for extra-curricular and enrichment activities).
4. Mental Well-Being	In addition to all the historical and typical concerns, as we continue to emerge from covid, to continue to support the safety and well-being (including attendance and behaviour) of our pupils, who for some have struggled to readjust to the return to 'normality' (for example, we are seeing increased levels of social and emotional issues, demonstrated through increased incidents of panic attacks, general anxiety and low self-esteem).
5. Attendance	Although above national averages, attendance of PP pupils is consistently below 95% and there is also a consistent gap with non-PP pupils at Yardleys. The link between attendance and attainment is both apparent and vital.
6. Aspiration	A lack of support and/or understanding and/or experience at home of post-16 options may hinder PP pupils on leaving Yardleys; we must ensure pupils are presented with information about all academic and career/employment opportunities and pathways.

Intended Outcomes

By the end of the current strategic plan (i.e. 2024), linked to the above challenges (and read in conjunction with), we intend to achieve the following outcomes.

Intended Outcome	Criteria for / Measurements of Success
To ensure pupils achieve expected progress in their reading for their age.	<ul style="list-style-type: none"> → Average standardized score above 100. → Match or exceed attainment and progress of non-PP pupils.
Pupils at Yardleys have the opportunity to experience a broad, rich and challenging curriculum.	<ul style="list-style-type: none"> → Increasing EBacc entry to match or exceed national averages of both PP (around 27%) and non-PP (around 43%), and non-PP pupils at Yardleys. → Ensure all PP pupils study Triple Science at GCSE, currently around a third (as of November 2021). → Use of subject reviews and increased QA, particularly at KS3, to assess the quality of education.
Pupils at Yardleys have the opportunity to experience a broad, rich and challenging range of extra-curricular and enrichment activities.	<ul style="list-style-type: none"> → Increased recording and tracking of pupils' participation in activities offered to create a quantitative database. → Qualitative data from pupil voice.
Improve attainment and progress by pupils at GCSE.	<ul style="list-style-type: none"> → P8 for PP pupils exceeds P8 for non-PP nationally. → Reduce gap in overall P8 from -0.42 and A8 from -5.52 in 2019. → Reduce gap between PP Boys and Girls in P8 from -0.36 and A8 from -2.79 in 2019. → P8 for HPA +0. → Increase A8 from 44.23 in 2019. → Increase the attainment and decrease the gaps in the number of PP pupils achieving English and Maths at 4 and 5 or above. → Increase EBacc attainment and decrease gap to non-PP pupils. → Increased monitoring and tracking of pupil-performance at the end of KS3 and in Yr10, in order to identify under and gaps in performance to put in place timely intervention.
Bespoke intervention and support to ensure the safety and well-being and attendance and behavior of pupils.	<ul style="list-style-type: none"> → Increase overall attendance for PP pupils, striving to eradicate the in-school gap to non-PP, also concerning persistence absence. → Continued recording and tracking of interventions and support provided for pupils. → Fewer repeat internal exclusions for PP pupils.
Ensure pupils have access to timely, relevant and high-quality information on post-16 options and academic and career/employment pathways.	<ul style="list-style-type: none"> → All PP pupils continue onto further education. → Recording and tracking of pupils' participation of the information, opportunities and experiences offered to create a quantitative database. → Qualitative data from pupil voice.

NB Although the plan covers three years, this document is a review two years into that period, and as such, as part of that review process outcomes have been adjusted and refined from the plan's initial publication in November 2021.

2023-2024

Below details how we intend to spend our pupil (and recovery) premium funding this academic year to address the challenges listed above.

Tier One – High Quality Teaching

Budgeted Cost: £275,570

Activity	Evidence / Rationale	Challenge(s) Addressed
Following on from the appointments to SLT in 2023 (DHT for Curriculum and T&L and AHTs, one also for T&L, the other for Assessment), staff were recruited for 2023-2024 to fill new positions, such as Head of Food and Head of Faculty for Creative and Performing Arts and two new MFL teachers, as the process of broadening the curriculum continued.	Significant financial investment that demonstrates clearly the school's commitment to continually developing its curriculum and teaching and learning.	3
Furthermore, and worthy of a separate entry to the above, employment of a new Lead Practitioner for Disciplinary Literacy.	As the EEF Guidance Report 'Improving Literacy in Secondary Schools' (2021) states "young people who leave school without good literary skills are held back at every stage of life...in secondary schools, the challenge of improving literacy is fundamental"; this, especially pertinent to Yardleys, is immediately followed with reference to disadvantaged pupils transitioning from Primary to Secondary below the expected standard for literacy. Furthermore, the first recommendation in the report, and what, arguably, underpins the other five, is disciplinary literacy.	1 and 2
Additional teaching staff employed to enable 7/8 classes per year against a 6 form-entry.	EEF review of the reduction in class sizes indicates a positive impact of +2 months on pupil-progress (although as the review explicitly states, should be seen, and is at Yardleys, with other factors in improving the quality of teaching).	2 and 3

Reduced teaching allocations and generous PPA time (for all staff).	To allow for more time for all aspects of curriculum development and teaching preparation, again with the intent and focus of ensuring the highest quality teaching possible in the classroom (as, again, research has consistently shown this is to have the most significant impact on improving pupil-outcomes, especially those from disadvantaged backgrounds).	2 and 3
CPD: The Yardleys Big 5 – significant costs (actual and opportunity) have been spent on setting up and completing the first cycle of Yardleys’ new CPD programme.	The link between quality of teaching and professional development is as crucial as it is obvious: if you want better teaching, you need better teachers, something that Yardleys has really invested in for a number of years now, the latest development of which is ‘The Yardleys Big 5’. Furthermore, while there was staff-input, evidence-based impact was a primary and underpinning factor, for example, EEF’s review of metacognition , one of the five, indicates a positive impact of +7 months on pupil-progress (top of the EEF’s list of reviews) – feedback, modelling, questioning and retrieval (all of which are high up on the aforementioned list) make up the rest of the five.	3
CPD: Subject Mastery. Beginning in 2015, and still continuing, departments meet for, typically, 90 minutes every week on a Thursday after school to develop their subject knowledge, curriculums and teaching.	See above, but also the work by Michael Young, most notably his ideas on “powerful knowledge” and the “Future 3 Curriculum”, for the importance of viewing subjects as discreet, knowledge-based and specialist, a notion that pervades most of current educational thinking and practice (as opposed to the generic skills approach); for further evidence, just see Ofsted’s shift to producing subject-specific curriculum research reviews over the last few years.	2 and 3
CPD: Guided Reading. Although positioned and covered in more detail in Tier 2 below, a secondary intent and outcome of GR is to upskill teachers’ knowledge and ability of teaching reading not only for during form time with the GR text, but also in their own subject lessons.	It’s difficult to argue against the importance of reading; we inherently know and think of it as the silver bullet for academic success, but also, almost as one of the rites of passage into societal participation and progression. For specific evidence, see the EEF review of reading comprehension , which indicates a positive impact of +6 months on pupil-progress. Two sources of further evidence (and reading) would be Daniel Willingham’s <i>The Reading Mind</i> (2017) and Ofsted’s curriculum research review for English (2022), particularly the later which places English, via reading, at the epicenter of education, curriculum and learning, something that Yardleys also recognises and strives to ensure.	1 and 3
ECT Mentoring.	There has been a seismic, yet sensible, shift in the last five years in what the profession needs to enable it to support teacher development: NPQs, the EEF, greater use of evidence-based research (even the appropriation of cognitive science) and, of course, the new <i>two year</i> ECT framework. However, similar to the above	3

	three points on CPD, much is dependent on the quality of the programme, and here, again, Yardleys has heavily invested in ensuring the training it provides for its ECTs is of the highest quality: new AHT for T&L; new ITT coordinator; reduced teaching allocation for mentors; additional after school training slots led by LPs for ECTs.	
Online learning and assessment packages to support home-learning and revision.	EEF's review of homework (2021) indicates it has a positive impact of +5 months on pupil-progress. Last year, led by one of the new AHTs, a new user-friendly (for all stakeholders) was implemented at considerably cost (time, training and resources) to increase support for and completion of homework and ensure its effectiveness.	3
FFT Pupil Tracking programme.	KS4 targets for all subjects based on an average English and Maths KS2 data may not provide the most accurate representation of pupil-potential, so we plan to use FFT (5) to give teachers more accurate information.	3
Core set-texts and revision guides supplied by various subjects to pupils.	Supports a sense of ownership and an opportunity (with accompanying instruction and guidance) to read, study and revise outside of lesson time. For example, in English, every pupil receives a copy of each of the set Literature texts. The EEF's aforementioned review on reading highlights that one of the reasons for persistent gaps in attainment and progress between PP and non-PP pupils is access to books; this, in a very small way, seeks to remove or limit this disadvantage.	3

Tier Two – Targeted Academic Support

Budgeted Cost: £137.785

Activity	Evidence / Rationale	Challenge(s) Addressed
Guided Reading costs: -Head of Literacy -Of books (new and depreciated) -Training (opportunity) -NGRT Testing	See above. Although whole-school, GR has been placed in this tier, because it targets a very specific area of academic intervention and support.	1 and 3
‘Fresh Start’ – a bought-in ‘catch-up’ phonics-based reading programme (training and resources) targeted at the very weakest readers, the higher proportion of which are PP.	Again, for the importance of reading, see above (particularly concerning phonics, Willingham’s <i>The Reading Mind</i>). Furthermore, FS cuts across several EEF reviews: phonics (+5 months), small group and TA intervention (both +4 months). As can be seen from pages 9 and 10 above, evidence from 2021-2022 (the first year of running the programme) has shown considerable success, as the majority of pupils not only make accelerated progress (both nationally and against their peers at Yardleys), but also towards what their actual reading age should be.	1 and 3
A further reading programme that has been trialed and is being put into place this year is ‘Switch-On Reading’, a one-to-one reading programme that provides another level of intervention and support below GR and FS.	In addition to the aforementioned EEF reviews on phonics and TA intervention, see the review of one-to-one tuition (+5 months).	1 and 3
Additional Learning: a policy that allows for subjects to request a small number of pupils (in any year, but typically KS4) for a targeted reason and specific time-frame after school.	Again, see the aforementioned EEF reviews on tuition and intervention above.	3
Continued deployment of TAs, increasingly towards intervention rather than general support.	As EEF review of TA intervention makes clear, small group intervention has a higher impact (+6 months) in comparison to general support (no positive impact). This is also a view supported by the government’s recent SEND Review .	3

<p>Continued deployment of EAL Department to support the needs of all EAL PP pupils, but especially those that are newly-arrived.</p>	<p>Not quite on the same footing or as high up on the Government’s priority list as SEND, but the underlying theme and need is the same: “right support, right place, right time” to ensure pupils are included and their additional needs receive the support they need to learn and progress.</p> <p>In addition to the aforementioned reviews on tuition and intervention above, see the EEF guidance report on EAL.</p>	<p>1, 2, 3, 4, 5 and 6 (given how comprehensive the support is offered, again, especially, for newly-arrived EAL pupils)</p>
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Tier Three – Wider Strategies

Budgeted Cost: £137,785

Activity	Evidence / Rationale	Challenge(s) Addressed
<p>Salary costs to enable pastoral staff to have low teaching commitments. Further investment has been made in appointing two further AHOYs, following on from the three the previous year.</p>	<p>At Yardleys we pride ourselves on the pastoral care we offer our pupils and their families. In 2020, in a Section 8 Inspection, Ofsted stated that “safeguarding was effective”, “attendance [and persistence absence] is above the national average”, “permanent exclusions are low”, “inspectors observed excellent behavior” and “pupils are polite and respectful to one another”. This was further endorsed in a full inspection in 2023 with an ‘Outstanding’ judgement for Behaviour and as the report stated: “Leaders and staff insist that pupils behave and attend exceptionally well. Pupils rise to this challenge. Pupils learn what excellent behaviour looks like, and staff model this daily. Staff act promptly if pupils’ behaviour should dip but do this with kindness and care. They take firm and decisive action, apply sanctions consistently and help pupils to reflect on their mistakes. Staff are alert to any instances of bullying and act immediately. Pupils are treated fairly and consistently by their teachers.” All of which does not happen in the short-term or in a vacuum: it has taken a long time and significant investment and allocation of resources to achieve.</p>	<p>3, 4 and 5</p>
<p>Employment of a new Attendance and Welfare Officer to support the HoYs and AHOYs with pupil safety, well-being and attendance. (Furthermore, this individual is someone from the community, lives within it and speaks a number of languages).</p>	<p>As is evident in the news coverage of schools, the real ‘gap’ emerging out of covid may not be lost learning, but arguably, attendance. Nationally, they are yet to return to pre-pandemic levels; as a recent Parliamentary Report (2023) states “Government statistics have shown that covid-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated...the rate of absence in schools in England has increased significantly since the pandemic” with attendance for PP pupils disproportionately impacted. At Yardleys, we adhere to the statutory and recommended guidance from the DfE (2022) and the EEF’s Attendance Interventions Rapid Evidence Assessment (2023) prepared for the aforementioned parliamentary report.</p>	<p>4 and 5</p>
<p>Use of (external) School Counsellor and Well-Being sessions to complement and support the internal pastoral staff.</p>	<p>Similar to above, another ‘gap’ emerging out of covid (and connected to attendance) are the growing mental health concerns and referrals we are encountering.</p>	<p>4 and 5</p>

In-school Mental Health Lead role.		
Continued allocation of resources to the Personal Development curriculum, including a Head of PD, staff training and lesson resources.	See EEF review of social and emotional learning (+4 months). See also the DfE guidance on PSHE and Character Education .	3
Loudmouth: external theatre company that the school has used for a number of years now that cover a range of age-specific pastoral issues.	This compliments our PD programme, which extends the opportunities for pupils to learn beyond the classroom.	3 and 4
Continued investment in and development of our 'Isolation' room.	The management of 'Isolation' makes use of many of the DfE and EEF recommendations for situations where pupils have to be removed from classrooms and lessons, most notably, on what happens next and the approach to correcting or preventing that behaviour from happening again.	3
Enrichment: giving pupils the opportunity to participate in and experience a broad, rich and challenging range of activities. Significant costs include: -Extension of school day. -Staffing costs, including Head of Enrichment -Resources.	Very much supports our vision of a whole-child education.	3
The purchasing of an equipment set for all pupils.	Especially given the current cost of living crisis, we try and do everything we can to remove any potential barriers to pupils' learning and progress.	3
The purchasing of computer equipment so that access to online learning and resources isn't a barrier.	As the EEF rapid evidence assessment of remote learning indicates access to technology is key, especially for disadvantaged pupils.	3
Continued investment in and development of library, in particular increasing the quality of texts available and promotion of reading.	See references to reading above.	1 and 3

Continued enrollment in the DfE-backed and funded National School Breakfast Programme (NSBP).	As the NSBP successive impact and progress reports make clear the importance of breakfast on pupil attendance, behaviour, health, well-being, outcomes, etc., etc. is much more than just the anecdotal cliché of ‘most important meal of the day’.	3, 4 and 5
Employment of full-time, internal Careers Advisor, together with specific career opportunities, such as: -World Skills Show (NEC) -In-school Careers Fair -In-school Mock Interviews with external agencies (Yr10) -Work Experience (Yr10) -Aspirational Mindset Programme (KS4)	At Yardleys we see it as a moral imperative that we offer our pupils a comprehensive package of information, opportunities and experiences about post-16, because they may not receive that support anywhere else. For us, it has huge impact.	6
Higher Achievement Coordinator	Offer bespoke support and opportunities for the most able pupils, examples include ‘The Brilliant Club’ and visits to aspirational higher education institutions.	6

Total budgeted cost: £551,141

Part B: Review of Outcomes from 2022-2023

Pupil Premium Strategy Outcomes

This section of the plan details the impact that our pupil (and recovery) premium activity had on pupils in the 2022 to 2023 academic year, measured against the outcomes listed in the statement published in November 2021. It should be read in conjunction with the contextualising data and analysis above on pages 4 to 7.

As stated in last year's review, and is evident in the contextualising data, PP pupils at Yardleys, on average, attend school more, read better and achieve greater outcomes than not just their PP peers nationally, but non-PP – this is at the core of what drives the staff and ethos at Yardleys and has been hard-fought and won over a number of years now through investment (time, money, resources and effort) as listed above. But at the same time, a new battle has emerged, in-school variation, and here, the pattern is also clear, PP pupils do not, on average, attend school as much, read as well or achieve similar outcomes to their non-PP peers at Yardleys. It is this that is increasingly becoming the focus of how we use the funding and the provision for our PP pupils. While this has not fully translated into a formalised top-down 'PP-first' policy (because disadvantage is not monolithic or confined, especially with the Government's new benchmark for qualification, to PP pupils), there has been an emphasis, at all levels, on the message of "we need to be accountable, we need to be aware, we need to act" regarding PP pupils. And that awareness is not just knowing who the PP pupils in your year-group, subject or class are, but greater understanding of the barriers the pupils face and how to respond; an example of this was the training delivered in the Autumn Term on the impact of economic hardship on behaviour, and from that, the importance of positive framing. Further examples of this approach include:

- The employment, and then deployment, of a new Attendance Officer and AHOYs focused on attendance and punctuality with PP pupils prioritised.
- Similarly, Academic Mentors in Science and MFL, working with mainly PP pupils, the latter of which significantly contributed to pupils achieving positive P8 scores in French and Spanish.
- The targeting of PP pupils in the second and third waves of reading interventions.
- Similarly, given the almost top priority of raising the percentage of PP pupils achieving 5+ in English and Maths, and the narrowing of the gap to non-PP pupils, the targeting of PP pupils for Maths and English intervention (both in-lesson and additional support), the impact of which was significant: the percentage rising from 30% to 43% and the gap from 20% to 3%. (As an aside, this is 18% above the national average for PP pupils and only 9% below the average for non-PP pupils). Furthermore, P8 for English was 0.72 and Maths was 0.21; given the importance of these two subjects as almost 'Gateway GCSEs' to further study (and social mobility?), the fact that PP pupils at Yardleys do better than non-PP pupils nationally is, again, hugely significant and connected to what we are trying to achieve for our pupils.
- All PP pupils were entered for Triple Science.
- Ensuring the representation of PP pupils in the new EBacc pathway.
- For Enrichment, and all curriculum and extra-curricular trips and events, again, the representation of PP pupils is ensured.
- For Careers, the prioritization of interviews and support for PP pupils first.
- Paying for music peripatetic lessons for 20 Year 7 and 8 pupils to learn to play a musical instrument.
- In January 2023 the school enrolled in the National School Breakfast Programme (with free bagels now on offer every morning) to ensure all pupils, but possibly especially PP, have access to breakfast every morning prior to the start of school.

And then into this year, many of the activities listed on pages 9 to 16 continue (because of the impact that

we know they have), but also further investment has been made in the pastoral team (new AHOYs) and in literacy with a new Lead Practitioner for Disciplinary Literacy, because again, we recognise the importance these two areas, attendance and literacy, on pupil-outcomes.

Regarding outcomes, the results for PP pupils for 2023 were remarkable. In addition to the aforementioned English and Maths results, P8 was 0.28: this is above the national figure of 0.17 for non-PP; and far above -0.57 for PP. In fact, while the non-PP figure is getting worse, at Yardleys it is getting better. Furthermore, the in-school gap to non-PP 0.04, arguably, negligible. Of course, these results are a accumulation of a long-term plan and process, one that precedes the writing of this statement in November, but what it lists and details most definitely is what has facilitated and contributed to ensuring such positive outcomes for the PP pupils who attend Yardleys.