

# Yardleys Pupil Premium Strategy Statement

This statement details Yardleys use of Pupil Premium funding for 2024-2025 to improve the attainment and progress and support the safety and well-being of our disadvantaged pupils. It outlines a three-year plan, 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	930 – September 2024
Proportion (%) of pupil premium eligible pupils	48.06% – September 2024
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Gurpreet Basra
Pupil Premium lead	Victor Webb
Governor / Trustee lead	Nadeem Khan

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	approx. £445,200 – April 2024-March 2025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£445,200</b>

### Breakdown:

To support quality first teaching (50%)	£222,600
To facilitate small group support (25%)	£111,300
To support wider school approaches (25%)	£111,300

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.

## 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 95%+ attendance / exceed national (DfE) and regional (FFT) averages.
- Furthermore, aim to achieve certain measures of performance:
  - PP pupils to continue to meet or exceed national averages (of not just PP, but non-PP).
  - No gap in pupil-outcomes between PP pupils and non-PP pupils at Yardleys.
  - Narrow the gap in pupil-outcomes between PP Boys and Girls.
  - Continue to narrow the gap in EM 5+ between PP and non-PP and exceed national averages.
  - To ensure positive P8 for the HPA PP pupils.
  - Increase EBacc entry and attainment for PP pupils.
- Given the fundamental and foundational importance of Literacy to not only academic success, but also to quality (and even longevity) of life, continue the commitment to improving pupils' reading, writing and oracy.
- Continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the aspirations and potential of all pupils.

Please note that the above intent should be read in conjunction with the School Development Plan (SDP). Given the context of Yardleys and the high proportion of PP pupils who attend the school, achieving the above aims are central to the priorities set out in this document, and is why there are frequent references to it throughout.

## 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 (September to June)

	2021-2022 All: 93.99%		2022-2023 All: 94.39		2023-2024 All: 92.74	
	PP	non-PP	PP	Non-PP	PP	Non-PP
Attendance	93.25%	94.73%	93.52%	95.27%	91.17	94.12
In-School Difference	1.48%		1.75%		2.95%	
DfE (Diff.)	91% (2.25%)		90.8% (2.72%)		91.2% (-0.03)	
FFT WM (Diff.)			89.94% (3.58%)		91% (0.17%)	
Persistent Absence #	19.4%	13.5%	18.14%	8.4%	25.58%	15.24%
In-School Difference	5.9%		9.6%		10.34%	
DfE	27.7% (8.3%)		27.3% (9.16%)		25.3% (0.28)	
FFT			27% (8.86%)		25.50% (0.08%)	
Lates	1.59%	0.96%	2.75%	1.6%	4.28%	2.97%
In-School Difference	0.64%		1.15%		1.31%	

Pre-Covid whole-school attendance was year-on-year at 95%+, with, typically, non-PP 0.5% above and PP 0.5% below (a gap, on average, of 1%). Of course, attendance, and returning to pre-pandemic levels of good attendance, is now very much a pressing national issue of the upmost importance (see the recent [House of Commons 'School Attendance in England' Report](#)), and that is true at Yardleys too, and why it is the first challenge listed, even more so given the data from last year:

- A drop-off in whole-school attendance, but this was greater for PP than non-PP and the gap, which has been increasing, has moved above 2%.
- Furthermore, this dropped attendance closer to NAs when they had previously been much higher. (Although noted here that Eid had a 1.2% impact on attendance and that the only two weeks that weekly attendance was below NA were the weeks of Eid).
- The increase in PA.

A further concern is triangulation of P8 with other data (FFT, GCSE, NGRT and internal) suggests we are able to add value only when pupils attend school 95% or more of the time; another way to view this is the extent of disadvantage is such that it may only be surmountable with 95%+ attendance, and this, rather than NA, may be a more meaningful benchmark to aim for (hence, see intent above).

## Literacy

The connection between literacy and success at school is as obvious as it is well-documented (for a summary, see [Mulcahy, Bernardes and Baars, 2019](#)); furthermore, there is also evidence to suggest that literacy is connected to life-expectancy (see [Bavashi, Slade and Levy, 2016](#)). Arguably, nothing we do at Yardleys provides a more apt and tangible link between our aims of academic excellence and educating the whole child; yes, we want our students to be good readers and writers so that they can do well in their GCSEs, but we also recognise the importance of literacy beyond the classroom, beyond qualifications, beyond their time with us – we recognise that being literate is almost a rite of passage into society and one of the keys to living a long, healthy and happy life, and this is especially true and needed for those from disadvantaged backgrounds where books, reading, even words (see Hart and Risley's *Meaning Differences in Everyday Experience of Young American Children*) may be in limited supply. Therefore, given its importance, significant resources have been invested in literacy over the last few years, targeting three key areas:

### 1. Reading – in the form of three waves of intervention:

- I. First Wave (all pupils): Guided Reading, where, during form time, pupils read for 35 minutes three times a week (previously 25 minutes four times a week), and over the course of the year (and the five years at Yardleys) have access and exposure to numerous and a wide range of books.
- II. Second Wave (catch-up): 'Fresh Start', a phonics programme for new Year 7 pupils who, using a range of data, are identified as having gaps in their knowledge and ability to decode.
- III. Third Wave (small group/one-to-one): 'Switch-On Reading', 'Herts Reading Fluency' and/or 'Peer Reading', programmes for KS3 pupils who can decode, but are still identified as weak or struggling readers and require additional support.

	Jun-18	2018-2019		2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
		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	Jun-24	Diff. from Jun-23	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	103.26	-1.56	5.43
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	102.05	-1.29	4.58
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	104.02	-1.65	6
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	100.28	-1.78	4.15

As is evident from the (NGRT) data above, the impact of GR (supported by the second and third waves of intervention) has 'shifted the dial' in regards to pupils' reading, in that average SAS have moved from below to above 100 (national average) with scores increasing as pupils move up years, increasingly so for PP pupils. Note also the gains made in reading for PP Boys, a key sub-group who nationally under-perform at GCSE.

**NB** However, it must also be noted the slight drop-off in this year's data (although not yet statistically significant, i.e. within the same stanine). One possible reason for the drop is, as forementioned, the reduction in frequency (if not time) in GR, which was a consequence this year in a change in structure of the school day to accommodate Triple Science and EBacc pathways. (See ['What are Kids Reading' Report, 2024](#) for the importance and impact of regular, i.e. daily, reading in schools).

2. **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.
3. **Oracy** – building out from the above focus and work on DL, a developing area given concerns about pupils' increasing inability and lack of confidence in conversing with their peers and others (such as adults). The focus is on both:
  - Learning *through* talk – the role of discussion (and thinking) in the process of learning.
  - Learning *to* talk – yes, in terms of the above, i.e. structured-talk in lesson, but also the understanding of how purpose and context informs speech and the ability to present (even knowledge of rhetoric in order to do so effectively).

Furthermore regarding oracy, our view and approach is in lockstep with those from the recent [Oracy Commission Report \(2024\)](#) on its importance. As is clear from the introductory pages from the report, the scope of ambition is much broader than just improving educational outcomes, but is about well-being, socialisation, even societal cohesion; this dovetails with our aforementioned vision at Yardleys, and also, our evolving experience of the behaviour of our pupils, particularly those from disadvantaged backgrounds, following the years of austerity, covid, the subsequent cost of living crisis and the general rapidly changing and chaotic society (due to technology and social media) in which they find themselves. This is why it is one of only two priorities (and probably the main one) on the SDP linked to Academic Excellence – it is that important.

## Outcomes – GCSE Results

	2017-18			2018-19			2021-2022			2022-2023			2023-2024		
	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	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	0.17	-0.02	0.31
		-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		-0.05/0.05	0.32/0.3
In-school difference: PP to non-PP		0.27			0.42			0.38			0.04			-0.31	
National Average		-0.44	0.13		-0.45	0.13		-0.55	0.15		-0.57	0.17		-0.57	0.16
PP Difference from National average		0.59	0.02		0.6	0.02		0.64	0.04		0.85	0.11		-0.55	-0.18
	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	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	47.47	46.19	48.78
		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		45.58/46.72	48.51/49.16
In-school difference: PP to non-PP		0.97			5.62			4.08			0.52			2.59	
PP Difference from National average		0.45			2.47			4.84			1.76			0.29	
	All	PP	non-PP	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%	71%	64%	78%
In-school difference		-			23%			-4%			2%			14%	
	All	PP	non-PP	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%	52%	46%	58%
In-school difference		1%			18%			21%			3%			12%	
National Average		25%	50%		25%	50%		30%	57%		25%	52%		25%	53%
PP Difference from National average		20%	5%		13%	12%		-	27%		18%	9%		21%	7%
	All	PP	non-PP	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%	14%	13%	15%
In-school difference		2%			1%			1%			5%			2%	
	All	PP	non-PP	All	All	non-PP	All	PP	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	3.82	3.71	3.93
In-school difference		0.05			0.41			0.39			-			-0.22	

**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.

In terms of P8, non-PP, as opposed to PP, has been the benchmark aimed for, and typically met or exceeded since 2018 – linked to social mobility, this is important. However, although PP pupils achieved what was expected this year for the first time this important benchmark was not met. Furthermore, the gap to non-PP, which narrowed to negligible last year, widen again to about a third-of-a-grade (interestingly, internal data suggests that this gap only occurs at KS4 – there is no gap throughout and at the end of KS3). That said, outcomes in English and Maths maintained from 2023 and are closer to non-PP NAs – given the importance of these ‘gateway’ GCSEs (and the grades 4 and 5) this is significant and does fulfil that social mobility aim.

The following table of challenges has been organised into three categories:

1. **Pastoral** – where, possibly connected to long-lasting effects of the pandemic, the cost of living crisis, even the influence and impact of social media, we are seeing changing (and ever-increasing challenging) patterns.
2. **Academic** – such an important area for our PP pupils, getting a good education and set of qualifications, and an area we have historically done very well in, however, challenges such as recruitment and retention, and even finances, may, over this next three-year cycle, start to stress and strain this.
3. **Career**

Challenge Number	Challenge Detail
1a. Attendance	Although above national averages (including non-PP), attendance of PP pupils is consistently below 95% (as identified above, a localized, school-specific benchmark to aim for); there is also a consistent gap with non-PP pupils at Yardleys and it is widening. Listed as the first challenge because we know that if pupils attend, we can add value and they prosper, but, again, that attendance must be 95%+.
1b. Behaviour	As per <a href="#">DfE Suspensions and Permanent Exclusion figures</a> , worsening behaviour is an increasing national problem and is also a challenge facing Yardleys too (and has been added as a challenge to the Strategy Statement in this new three-year cycle to reflect this).
1c. Mental Well-Being	Connected to the above, we are continuing to see increased levels of social and emotional issues.
2a. (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 is listed as the first ‘academic’ challenge because it underpins so much of what follows beneath.
2b. 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 (and disciplinary knowledge), 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.
2c. 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).
2d. Numeracy	For Years 10 and 11, those that were in Years 5 and 6 during the pandemic and missed out on the rigour in Mathematics of those years, for some (less able) pupils their basic numeracy skills are lacking and require additional support.
3. 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.

Again, similar to the Statement of Intent on page 3, the above should be read in conjunction with the SDP.



## Focus > Intended Outcomes

From above, below are the areas of focus, and from that, intended outcomes by the end of the current strategic plan (i.e. 2027). In addition to being updated every year (as part of the three-year cycle for this plan), it is reviewed (in a truncated form, see Part B below) three times a year: in September (with the update to the whole plan), in January and in July.

Focus > Intended Outcome	Criteria for / Measurements of Success
Improve attendance.	<ul style="list-style-type: none"> <li>Average attendance 95%+ / continue to exceed national (DfE) and regional (FFT) averages.</li> <li>Reduce percentage of pupils in PA.</li> <li>Strive to remove the gap to non-PP attendance in the above measures.</li> </ul>
Improve behaviour.	<ul style="list-style-type: none"> <li>Reducing number of sanctions.</li> <li>Fewer internal exclusions and suspensions (fixed and permanent).</li> <li>Fewer repeat internal exclusions and fixed suspensions.</li> </ul>
Mental well-being.	<ul style="list-style-type: none"> <li>Ensure all pupils requiring support receive it.</li> </ul>
To ensure pupils achieve expected progress in reading for their age.	<ul style="list-style-type: none"> <li>Average standardized score above 100.</li> <li>Match or exceed attainment and progress of non-PP pupils.</li> </ul>
Pupils at Yardleys have the opportunity to experience a broad, rich and challenging curriculum and range of extra-curricular and enrichment activities.	<p>Strive to continue to:</p> <ul style="list-style-type: none"> <li>Increase EBacc entry to match or exceed national averages of both PP (around 27%) and non-PP (around 43%), and non-PP at Yardleys.</li> <li>Ensure all PP pupils study Triple Science at GCSE.</li> <li>Offer three Options at GCSE (so as not to narrow the option and experience of the Arts).</li> <li>Follow the National Curriculum at KS3.</li> <li>Provide Enrichment at KS3, Guided Reading for all and a range of Extra-Curricular opportunities with prioritization for trips and events.</li> </ul>
<p>Attainment and progress by pupils at GCSE.</p> <p><b>NB</b> for two of the three years in the cycle of this three-year Statement, there will be no P8 measure, but has been retained because there is historic data and will return in the for 2027.</p>	<ul style="list-style-type: none"> <li>Attainment (A8 and EM 5+) and progress (P8) for PP pupils to exceed that of non-PP nationally (as a more salient measure for performance than PP).</li> <li>Strive year-on-year to increase certain measures performance: <ul style="list-style-type: none"> <li>A8</li> <li>EM 4+ and 5+</li> <li>P8</li> <li>EBacc APS</li> </ul> </li> <li>Strive to reduce 'historic' gaps between: <ul style="list-style-type: none"> <li>Overall measures (as above) between PP and non-PP</li> <li>PP Boys and Girls</li> </ul> </li> <li>By 2027 P8 of 0 for HPA PP pupils.</li> </ul>
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"> <li>Continued access to and prioritisation of in-school careers interviews and advice.</li> <li>Also, continued prioritisation for external careers opportunities and experiences.</li> <li>All PP pupils continue onto further education.</li> <li>Representation of those going onto study Level 3 courses equal to pupil population.</li> </ul>

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

## Tier One – High Quality Teaching

**Budgeted Cost:** £222,600

Broadly, funding falls into three areas:

1. **Staffing:** given the extensive research into the impact of teaching on pupil outcomes, the school's/any school's most important resource. Also, staffing of the curriculum so that it is broad, rich and challenging and delivered by subject specialists.
2. And then **CPD:** the continual training of all staff.
3. Finally, **resources**, for both staff and pupils.

Strategy	Rationale	Challenge(s) Addressed
<b>Staffing:</b> reduced teaching allocations / increased PPA time.	More time for leaders and teachers to fulfil their roles of responsibilities, all of which focuses on and cumulates in what happens in the classroom, and so therefore, is of a higher standard (has workload and well-being benefits too at a time of national crisis for recruitment and retention).	2
<b>Staffing:</b> deployment of teaching staff under-allocation for Cover and in-class support.	Our staff know our pupils and our pupils know our staff (as opposed to external supply): the result is consistency of expectations, improved behaviour and reduction in lost learning.	1b
<b>CPD:</b> Subject Mastery – regular meeting slots after school on a Thursday (i.e. typically, four in a six-week half-term) for faculties/departments to meet to develop their subject knowledge, curriculums and teaching.	Long-standing, well-established and has proved key to positive outcomes. Also has retention benefits, as in addition to other whole-school CPD, teachers are continuing to receive and engage in subject-specific and specialist support and development.	2

Disciplinary Literacy, in terms of: – <b>Staffing:</b> Lead Practitioner – <b>CPD:</b> whole-school focus (see SDP)	See pages 5 and 6.	2c
<b>Resources:</b> Guided Reading, in terms of: – Curriculum time – Teacher preparation – Texts – Testing (NGRT) to track, monitor, and where necessary intervene.		2a
<b>CPD</b> – ECT Programme: ITT Coordinator; further reduced teaching allocation for mentors; additional after school CPD opportunities.	Not only about improving the quality of teaching of the ECTs, but a strategy for recruitment and retention – we know if we train them, they are better and are more likely to stay.	2
<b>Resources:</b> online learning and assessment packages to support home-learning and revision.	In particular, opportunities to retrieve spaced and interleaved material, which then incorrect answers and misconceptions are addressed in lesson (for the importance of see the EEF’s review of <a href="#">Cognitive Science</a> and Brown et al’s <i>Make it Stick</i> .	2c
<b>Resources:</b> (where possible) 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.	2c

## Tier Two – Targeted Academic Support

**Budgeted Cost:** £111,300

**NB** The below targeted academic support is not exclusively for PP pupils, but they are prioritised in the identification process.

Strategy	Rationale	Challenge(s) Addressed
<p>Additional reading intervention and support at KS3:</p> <ul style="list-style-type: none"> <li>Ruth Miskin's 'Fresh Start', a bought-in 'catch-up' phonics-based reading programme (training and resources) targeted at those readers with gaps in the decoding knowledge.</li> <li>Withdrawal, into one-to-one or small groups, of the very weakest readers.</li> </ul>	Again, see pages 5 and 6.	2a
<p>Additional Maths intervention and support at KS4:</p> <ul style="list-style-type: none"> <li>Weekly numeracy lesson added to the curriculum model for pupils in Sets 3 and 4.</li> <li>Addition of an 8th set to reduce numbers in the lower-ability classes.</li> <li>Streaming of cohort in Sets 1-8 to allow for more targeted support.</li> <li>Weekly after school Maths workshop.</li> <li>Three weekly 30-minute intervention sessions for a targeted number of pupils in Year 11.</li> </ul>	Although national standards in Maths at 16 (GCSE and NRT) have returned to pre-pandemic levels, they are yet to at KS2: in 2024 70% achieved the expected standard, unchanged from 2023 and down from 79% in 2019; this is broadly in-line with the last three incoming Year 7 cohorts at Yardleys. Of further concern though are those pupils in Year 10 and 11, who were in Years 5 and 6 during covid lost the rigour and practice that these important years usually afford; our own internal testing indicates gaps in numeracy knowledge and skill such as basic arithmetic that KS2 usually provides for a firmer foundation of.	2c and d

Furthermore, any teacher/subject can request Target Intervention (after school).		2d
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## Tier Three – Wider Strategies

**Budgeted Cost:** £111,300

Strategy	Rationale	Challenge(s) Addressed
Continued investment in staffing: now five AHOYs to support the five HOYs; reduced allocations for these staff; a new Attendance and Welfare Officer; Isolation Manager.	Behaviour at Yardleys continues to be Outstanding (see <a href="#">Section 8 Inspection</a> from 2020 and <a href="#">Section 5 Inspection</a> from 2023). However, it is not what it once was (the same for attendance). The reasons are multi-faceted and complex, but are probably a combination of the years of austerity, the pandemic, cost of living crisis, possible changes in parenting and the impact and influence of technology and social media. Again, it is why both feature so prominently on the SDP.	1
Use of (external) School Counsellor and Well-Being sessions to complement and support the internal pastoral staff.	Similar to above, another 'gap' emerging out of covid (and connected to attendance) are the growing mental health concerns and referrals we are encountering.	1c
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 <a href="#">social and emotional learning</a> (+4 months). See also the DfE guidance on <a href="#">PSHE</a> and <a href="#">Character Education</a> .	1c, 2c, 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.	1c and 2c
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.	2c

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
Continued enrollment in the DfE-backed and funded National School Breakfast Programme (NSBP).	As the NSBP successive <a href="#">impact and progress reports</a> 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'.	1
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.	3
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.	3

**Total budgeted cost: £445,200**

## Part B: Review of Outcomes from 2023-2024

A change in format from the previous Strategy Statement (and from the DfE template) to reflect that it is reviewed three times a year (rather than just annually) as a way to ensure that it is used as a more 'live' and 'working' document so that the support for PP pupils is as responsive and comprehensive as possible. As per page 6, the three review points are September, January and July, with the impact of intended outcomes measured using a system of ✓ achieved/on track, ✗ not achieved/not on track, → progress made, ← regression, with the aim to reallocate resources as needed. The Intended Outcomes are from last year's Statement, and as part of the three-year cycle from 2021-2024; the above Intended Outcomes from this Statement (on page 9) will be reviewed next in January 2025, then July, before here when the Statement is updated this time next year.

Intended Outcome	Criteria for / Measurements of Success	Review/Impact
To ensure pupils achieve expected progress in their reading for their age.	<ul style="list-style-type: none"> <li>Average standardized score above 100.</li> <li>Match or exceed attainment and progress of non-PP pupils.</li> </ul>	<p>✓ SAS 102.05 (although for Boys it is only 100.28)</p> <p>✗ Below non-PP SAS of 103.26.</p>
Pupils at Yardleys have the opportunity to experience a broad, rich and challenging curriculum.	<ul style="list-style-type: none"> <li>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 (to mirror proportional representation).</li> <li>Ensure all PP pupils study Triple Science at GCSE, currently around a third (as of November 2021).</li> <li>Use of subject reviews and increased QA, particularly at KS3, to assess the quality of education.</li> </ul>	<p>✓ PP entry: 54% in Year 11; 56% % in Year 10.</p> <p>✓ Comparison with non-PP: 45% in Year 11; 47% in Year 10 – around proportional representation.</p> <p>✓</p> <p>✓ Achieved through effective line management, twice yearly review meetings, triangulated with external SIP.</p>
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"> <li>Increased recording and tracking of pupils' participation in activities offered to create a quantitative database.</li> <li>Qualitative data from pupil voice.</li> </ul>	<p>✓ Enrichment KS3 Pathway ensures all pupils participate in the full range of activities within the four blocks (Physical, Mentally Stimulating, Community and Creative).</p> <p>→ Developing use of EduLink to register and track participation in EC clubs.</p> <p>✓</p>
Improve attainment and progress by pupils at GCSE.	<ul style="list-style-type: none"> <li>P8 for PP pupils exceeds P8 for non-PP nationally.</li> <li>Reduce gap to non-PP in-school in P8 from -0.42 and A8 from -5.52 in 2019.</li> </ul>	<p>← For the first time, below.</p> <p>✗ Although the gap in 2023 reduced to 0.04, it returned to 0.31 in 2024, which is the typical third-of-a-grade gap in the historic data (although is improved from 2019).</p>



	<ul style="list-style-type: none"> <li>• Reduce gap between PP Boys and Girls in P8 from -0.36 and A8 from -2.79 in 2019.</li> <li>• P8 for HPA +0.</li> <li>• Increase A8 from 44.23 in 2019.</li> <li>• Increase the attainment and decrease the gaps in the number of PP pupils achieving English and Maths at 4 and 5 or above.</li> <li>• Increase EBacc attainment and decrease gap to non-PP pupils.</li> <li>• 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.</li> </ul>	<p>→ A8 has reduced from 5.52 to 2.59.</p> <p>→ Yes, reduced to only 0.1, but was 0.48 in 2023, although, again, was only 0.1 in 2022, so mixed and not a consistent enough pattern to justify ✓.</p> <p>← 0.27 in 2022; -0.16 in 2023; -0.41 in 2024.</p> <p>→ 46.19 in 2024, although was only 44.44 in 2023, so again, possibly more dependent on the type (as in ability) of cohort, hence why not ✓.</p> <p>✓ Although there is a gap of about 10% to non-PP, is a success with figures of 64% and 46% respectively, which are 20% above NA for PP and close to NA for non-PP.</p> <p>✗ As in not above 4.</p> <p>→ Gap though is negligible.</p> <p>✓ As evidence with Maths intervention and impact.</p> <p>✓ How we know, via internal data, that broadly there is no gap in attainment between PP and non-PP pupils at the end of KS3.</p>
Possibly Bespoke intervention and support to ensure the safety and well-being and attendance and behavior of pupils.	<ul style="list-style-type: none"> <li>• Increase overall attendance for PP pupils, striving to eradicate the in-school gap to non-PP, also concerning persistence absence.</li> <li>• Continued recording and tracking of interventions and support provided for pupils.</li> <li>• Fewer repeat internal exclusions for PP pupils.</li> </ul>	<p>← As per page 4, drop in attendance of about 2% and gap increasing to 2.95% (above 2% for the first time).</p> <p>← PA increased also to 25%.</p> <p>Now data is matching, not exceeding FFT and DfE NAs.</p> <p>→ Employment of Attendance and Welfare Officer; Introduction of PowerBi.</p> <p>→ Reduced in number by almost half (although the same percentage within overall exclusions).</p>
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"> <li>• All PP pupils continue onto further education.</li> </ul>	<p>✗ NEET: 1 in '21, 0 in '22, 1 in '23; 1 in '24.</p> <p>✓ But representation of PP pupils going onto Level 3 courses equal to pupil-population.</p> <p>✓ And then percentage of PP pupils going onto Level 3 courses is 67%.</p>

	<ul style="list-style-type: none"> <li>Recording and tracking of pupils' participation of the information, opportunities and experiences offered to create a quantitative database.</li> </ul>	✓ Implemented with PP pupils prioritised and equally, proportionately represented in the data.
	<ul style="list-style-type: none"> <li>Qualitative data from pupil voice.</li> </ul>	✓

From the above, the three most significant areas of development (true also of all pupils) are:

- I. Attendance – improving upon 91% and towards 95% (and PA).
- II. Behaviour – fewer internal exclusions and suspensions (fixed and permanent).
- III. Performance at GCSE of most able – increase A8 and P8.
- (IV. And given its importance, maintaining attainment in English and Maths).

Again, and without labouring the point too much, this is reflected in the SDP, particularly the streamlining of it to really prioritise the above areas.