

## Yardleys Pupil Premium Strategy Statement

This statement details Yardleys use of Pupil Premium funding for 2025-2026 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	937 – October 2025
Proportion (%) of pupil premium eligible pupils	63% (586 pupils) – October 2025
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	(April to March): £578,618
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£578,618</b>

### Breakdown:

To support quality first teaching (50%)	£289,309
To support targeted academic support (0%)	
To support wider school approaches (50%)	£289.309

This plan is underpinned by and makes significant use of [DfE](#) and [EEF](#) guidance reports, including the use of a three-tiered model, however the allocation of funding differs with greater weighting given to quality first teaching (academic excellence) and wider school approaches (whole child); that is not to say that the second tier is neglected or support not targeted and referenced within this plan, but is costed within the context of the other two tiers.

Further reading that informs the plan:

- Given its connection to Pupil Premium (especially transitional protections), [DfE's Free School Meals Guidance \(2025\)](#).
- EEF review of [Improving Behaviour in Schools \(2019\)](#), particularly in relation to the Establish-Maintain-Restore (EMR) approach and outline of impact of Adverse Childhood Experiences (ACEs) on attendance, behaviour and well-being; connected to this, [Keeping Children Safe in Education \(2025\)](#).
- Eric Jensen's *Teaching with Poverty in Mind* (2009), particularly the chapter on 'How Behaviour Affects Behaviour and Academic Performance', and within that, the emotional keyboard metaphor as a way to challenge assumptions and inform understanding about behaviour.
- Nicholas Carr's *The Shallows* (2010): the role of technology, in the context of its accelerated and all-pervasive form in the 21<sup>st</sup> Century, on brain development and subsequent impact on behaviour.
- *Equity in Education* (2023) for an overview of current research pertaining to disadvantage in education.

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our collective sense of 'why' at Yardleys is informed by two premises: education can make a difference and we choose to work in a place where the need to make that difference is greatest. This shapes and underpins everything that we do, and given the high proportion of Pupil Premium (PP) pupils, it has to. Our aims of academic excellence and whole child are more than just words on a website, but we live them, every day, fulfilling the third aim of working together for a better future, for our pupils, the community in which we serve and in a sense society in general, and is why they run as threads throughout the plan.

How we approach supporting the pupils (and their parents) with the challenges they face and what we look to achieve with them is underpinned by the following principles:

1. **Awareness** (of the impact of economic deprivation), but **high expectations** nevertheless.
2. An understanding that **disadvantage is not a simple cut-off point, monolithic or deterministic**.
3. To really make the aforementioned difference, the **benchmark for all measures is against non-PP pupils**, nationally and in-school.
4. An **investment in pastoral**:
  - a. Attendance, behaviour and well-being.
  - b. Early and bespoke intervention.
5. An **investment in quality-first teaching**, as research has consistently shown this to have the most significant impact on improving pupil-outcomes, especially those from disadvantaged backgrounds.
6. **Prioritisation/proportional representation** in all areas of school life.

## Challenges

Grouped according to 1. Whole Child and 2. Academic Excellence, and again, as threads that run throughout the plan.

Challenge Number	Challenge Detail
1a – Attendance	<p>Listed as the first challenge because from good attendance everything else stems, i.e. pupil safety, well-being, engagement, achievement. Although above national and regional (all*) averages (as per DfE and FFT data respectively), in terms of outcomes at GCSE, our internal tracking and analysis of data suggests 95%+ attendance is required for pupils to fulfil their potential (i.e. P8 of at least 0), hence one of the intended outcomes for attendance below.</p> <p>*Only all because non-PP data not available.</p>
1b – Behaviour	Without stereotyping or stigmatising, recognising the potential impact of economic deprivation on pupils' emotional and social (and even cognitive) development and how this may manifest in behavior. And from this position of understanding, similar to any other gap in knowledge identified, how we can address and aid pupil-progress.
1c – Mental Well-Being	Such is how fast, changing and almost unanchored 21 <sup>st</sup> Century society is, it is an undoubtedly difficult time for young people to grow up in, and if other structures of support and security are also lessened or strained by extraneous factors, as they may well be for PP pupils, it can become doubly-difficult, from which mental well-being may suffer and impact upon all other areas, such as attendance, behaviour, engagement, achievement, etc.
1d – Aspirations	Yes, as in relating to information about and experience of further study and career opportunities (with clearly defined and connected outcomes below), but also aspirations in a widest sense, for example, how reading or physical activity or health enables and supports a long and fulfilling life.
2a – Literacy and Numeracy	Although Key Stage 2 Sats data for PP pupils is typically, on average, slightly above the expected standard (i.e. SAS of 100) and in-line with national (all) data, given the foundational importance of literacy and numeracy, maintaining those levels of expectation is still listed as a challenge, in the context of a key area of priority. Also, because baseline reading testing in Year 7 suggests that word recognition and comprehension are (increasingly) below national average.
2b – Disciplinary Literacy	<p>Separated out from the above challenge for two reasons:</p> <ul style="list-style-type: none"> <li>- Firstly, while it is accurate to say 'every teacher is a teacher of literacy' (in the sense that all subjects are taught through language), there is subject-specific knowledge and understanding when it comes to, for example, writing like a Geographer, that pupils need to know and be able to do in order to fulfil their potential in each subject, so needs to be approached and addressed beyond just a focus on reading.</li> <li>- Furthermore, another subset within literacy is oracy, an area of increasing concern and importance in response to the aforementioned 21<sup>st</sup> Century society, but it is not just about empowering pupils' voices and them learning <i>how</i> to talk, but also learning <i>through</i> talk, perfectly marrying the school's aims of academic excellence and whole child.</li> </ul>
2c – Curriculum	Exposure to and experience of curriculum areas such as certain subject-specific knowledge, personal development and extra-curricular opportunities may be reduced because of economic deprivation, so it is our responsibility to provide that by ensuring a comprehensive and challenging curriculum for our pupils so that they do not miss out and are as informed and prepared for adulthood and life as anyone else.
2d – SEND	Although mirroring proportional representation of pupil-population, with more SEND pupils on the code of practice, and with greater needs, it is increasingly a focus of attention, especially given increasingly constrained resources available to support all pupils.

## Intended Outcomes

Intended Outcome	Criteria for / Measurements of Success
1a – Attendance	<ul style="list-style-type: none"> <li>Continue to exceed national (DfE) and regional (FFT) averages for all.</li> <li>Reduce in-school variation to non-PP.</li> <li>Average attendance 95%+.</li> <li>Reduce percentage of pupils in PA.</li> <li>100% entry and attendance for GCSE exams.</li> </ul>
1b – Behaviour	<ul style="list-style-type: none"> <li>Continued tracking and analysis of internal behaviour data.</li> <li>Fewer suspensions (fixed and permanent).</li> <li>Fewer repeat fixed suspensions.</li> </ul>
1c – Mental well-being	<ul style="list-style-type: none"> <li>Early identification and targeting of support for all pupils.</li> </ul>
1d – Aspirations	<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>
2a – Literacy and Numeracy	<ul style="list-style-type: none"> <li>Continue to provide Guided Reading, and where needed and able to be resourced, targeted intervention.</li> <li>Average NGRT SAS above 100.</li> <li>As evidence of impact from Key Stage 2: <ul style="list-style-type: none"> <li>Continue to exceed national average of ‘expected standard’ at GCSE, i.e. Grade 4 for English and Maths.</li> <li>Continue to exceed P8 score of 0 for English and Maths.</li> <li>Reduce in-school variation of APS, 4+ and P8 to non-PP.</li> </ul> </li> </ul>
2b – Disciplinary Literacy	<ul style="list-style-type: none"> <li>Rising attainment in subject areas where support for disciplinary literacy has been targeted (as evidence of its impact).</li> <li>Over the course of the three years that this Strategy Statement covers a demonstrative difference and impact on both the opportunities for and quality of talk, both inside and outside of the classroom.</li> </ul>
2c – Curriculum	<ul style="list-style-type: none"> <li>Continue to fulfil National Curriculum at Key Stage 3.</li> <li>Continue to offer three ‘free’ Options at GCSE (so as not to narrow the option and experience of the Arts and Technology).</li> <li>Furthermore, for late or new arrivals into Key Stage 4, enter into as many GCSE courses as possible and offer the provision of additional qualifications (i.e. such as ESOL).</li> <li>Continue to provide Enrichment and a range of extra-curricular opportunities.</li> </ul>
2d – SEND	<p>Although every SEND cohort is different (in size and need), aim to:</p> <ul style="list-style-type: none"> <li>Achieve P8 of 0, i.e. expected progress.</li> <li>Match/exceed national averages for A8 and English-Maths Grade 5+ (measurements with national comparisons).</li> <li>In-school comparisons with non-PP.</li> </ul>
An addition from the ‘Challenges’ above, but must be referenced, is outcomes at GCSE. Has been placed here, because if the above measurements of success can be met, progress and attainment will follow.	<ul style="list-style-type: none"> <li>Increasing A8 and P8 scores.</li> <li>Seeking to meet/exceed averages, comparison of A8 and P8 against: national all, non-PP nationally and non-PP in-school.</li> <li>Positive P8 for HPA PP pupils.</li> <li>Meet/exceed all and non-PP national average for Grade 5+ percentage for English and Maths.</li> </ul>

## Allocation of Funding – Tier One – High Quality Teaching

Broadly, funding falls into three areas:

- I. **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.
- II. And then **CPD:** the continual training of all staff.
- III. Finally, **resources**, for both staff and pupils.

Strategy	Rationale	Challenge(s) Addressed
<p><b>Staffing:</b> reduced teaching allocations / increased PPA time.</p> <p>And forms part of a broader workload and well-being strategy, covering everything from organisation of the school calendar to continual evaluation of what is being asked of leaders and teachers to support work-life balance and ensure time and focus is not inadvertently diverted from the classroom where the greatest impact can be made.</p>	<p>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.</p> <p>Furthermore, another cost, connected and considerable, is the typical low turnover of staff, which provides an accumulation of experience and expertise, but also of expense, however, is a most worthwhile investment, especially when you consider how important the continuity of structure and security is for all young people, but potentially particularly those from more disadvantaged backgrounds.</p>	2
<p><b>Staffing:</b> deployment of teaching staff under-allocation for Cover and in-class support.</p>	<p>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.</p>	1b and 2

<p><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.</p>	<p>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.</p>	<p>2</p>
<p><b>CPD:</b> whole-school focus on oracy.</p>	<p>Around two years ago (2023), despite an excellent Ofsted report and continuing excellent GCSE results, we were concerned:</p> <ul style="list-style-type: none"> <li>• Behaviour was good in lessons, but were pupils engaged – was it really behaviour for learning? We often spoke about pupils being passive, but what did that mean and how to address?</li> <li>• Similarly, we cited challenge, particularly for our most able pupils, as a concern, but, again, what did that mean and how to address?</li> <li>• And then there was the trend we were seeing with pupils’ declining oracy skills, everything from ability to speak clearly in class to peer-to-peer interactions at social time.</li> </ul> <p>Almost pre-empting the findings and arguments of the recent <a href="#">Oracy Commission Report (2024)</a>, the key to all of the above lay in getting the pupils talking more, of course in a structured way, learning <i>through</i>, <i>to</i> and <i>about</i> talk (subsequently, the report’s ‘Oracy Education’ model, together with Oracy Cambridge’s <a href="#">‘Oracy Skills Framework’</a>, have proved most helpful), so we decided to, from a whole-school Teaching and Learning perspective, go ‘all-in’ and focus on this sole priority.</p> <p><b>NB</b> A couple of clarifications on the above:</p> <ul style="list-style-type: none"> <li>• Obviously, as a whole-school priority, oracy filters down to CPD at the departmental level (i.e. the aforementioned subject mastery), but does not dominate or dictate the whole of each department’s planning, i.e. allowance (time and space) for addressing subject-specific areas for development.</li> <li>• Why oracy? From a pedagogical perspective, its link to thinking, and therefore, to “memory is the residue of thought” (Willingham, <i>Why Don’t Students Like School?</i>). We reasoned, particularly for our most able pupils, that the lack of thinking was one of the most significant barriers (of the ones we could influence) to the knowledge that the higher grades represented. And then in</li> </ul>	<p>Given the breadth of what is outlined in the adjacent column, the strategy to focus on oracy seeks to address both 1 and 2, again, the perfectly marrying the school’s aims of academic excellence and whole child.</p>

	terms of almost socialisation, we increasingly recognised that pupils were coming to us with gaps in their knowledge of how to communicate, of how to talk to each other, us and even about themselves, so we reasoned we needed to teach them how to do so.	
<b>Resources:</b> Guided Reading, in terms of: <ul style="list-style-type: none"> <li>– Curriculum time</li> <li>– Teacher preparation</li> <li>– Texts</li> <li>– Testing, NGRT (reading) and Flash Academy (Proficiency in English) to track, monitor, and where necessary intervene.</li> </ul>	<p>The connection between reading and success at school is as obvious as it is well-documented (for a summary, see <a href="#">Mulcahy, Bernardes and Baars, 2019</a>); furthermore, there is also evidence to even suggest that reading is connected to life-expectancy (see <a href="#">Bavashi, Slade and Levy, 2016</a>). Similar to oracy, arguably, nothing we do at Yardleys provides a more apt and tangible link between our aims of academic excellence and whole child; yes, we want our pupils to be good readers so that they can do well in their GCSEs, but we also recognise the importance of reading 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 <i>Meaning Differences in Everyday Experience of Young American Children</i>) may be in limited supply. This is why in 2018 we initiated a structured reading programme for all, what we call Guided Reading, where pupils, in form, read a range of fiction and non-fiction texts (typically three or four) throughout the year. The gains can be seen in the Appendix (Figure 2) and have, on average, 'moved the dial' where we struggled to before (although see comment connected to the data).</p>	2a
Disciplinary Literacy, in terms of: <ul style="list-style-type: none"> <li>– <b>Staffing:</b> Lead Practitioner.</li> <li>– <b>CPD:</b> deployment of LP to support subjects.</li> </ul>	<p>Building on the success of Guided Reading, we were keen to extend impact beyond form time into lessons, however, increasingly realised that reading within subjects differed: a good example is always English (particularly Literature, with prior knowledge of plot, character, etc. used to contextualise) where often meaning can be gained from the 'gist' of reading and Maths where the burden of meaning is far greater for every word with each needed to be read and understood. Furthermore, quality assurance of assessments (internal and external) showed pupils' writing in some subjects (particularly Humanities) as an area for development; quite simply, the curriculum and teaching were skewed too far towards the substantive (content) and away from the disciplinary (writing). So, we sought to address through the employment of a Lead Practitioner for Disciplinary Literacy with a brief to work with</p>	2a



	<p>specific subject leaders to develop what literacy looks like in their subject: of notable success has been the work with Geography, History and Maths.</p> <p><b>NB</b> The move onto oracy (outlined above) should be seen as a further extension into improving the provision of literacy: reading &gt; disciplinary literacy (particularly writing) &gt; oracy.</p>	
<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 and 2d
<b>Resources:</b> (where possible) set-texts and revision guides (including those created in-house).	Encourages a sense of ownership and facilitates opportunity (with accompanying instruction and guidance) to read, study and revise outside of lesson time. Is supported by a study skills curriculum (generic and subject-specific), which builds into and dovetails with the school’s Assessment Weeks, which themselves have proved hugely beneficial and effective in preparing pupils for final examinations, including affording the time and space to revise (something that may not always be as accessible outside of school).	2c and 2d

## Allocation of Funding – Tier Two – Targeted Academic Support

Further rationale for the allocation of no stated funding to this tier:

- It is not that no support is targeted, but how to quantify, i.e. the additional Maths class at KS4 – rather this support is costed within the staffing costs of the first tier.
- Often tuition, including in the DfE guidance and exemplar, is cited as an approach within this tier, but the research is mixed (see EEF's evidence reviews of [One-to-One](#) and [Small Group](#) tuition) and within our context has not proved particularly successful previously. We did participate in the National Tutoring Programme, but lacking the structure and support outside of school, pupils did not engage; there are further concerns about the 'outsourcing' of our teaching (to who?) and its disconnect with what is happening in lessons, both significant areas highlighted in the research as needed for impact, so if lacking or absent, effectiveness and cost-effectiveness are questionable.
- The other common support cited is deployment of teaching assistants and interventions; of course, these are deployed (for SEND and EAL) and interventions run (i.e. phonics instruction), and while the funding-shortfall may be covered by Pupil Premium funding, these are not exclusively for PP pupils, so not listed here.

Strategy	Rationale	Challenge(s) Addressed
<p>Numeracy at KS3:</p> <ul style="list-style-type: none"> <li>• Continuing on from KS2, testing and tracking, to inform planning, of basic arithmetic knowledge.</li> <li>• As part of department development planning in Maths, building upon the success of disciplinary reading (of multi-step and worded problems) and the embedding of a subject-specific oracy framework, introduction of the Concrete-Pictorial-Abstract (CPA) approach to Maths found in Primary to better support those pupils who did not meet the expected standard at KS2.</li> <li>• Parental Workshop and additional material to work through at home for LPAs.</li> </ul>	<p>Raising attainment, particularly at grades 4 and 5, and particularly for PP pupils, has been a key area for development over the last five years, and has proved successful (see Figure 3 in Appendix). Although the majority of that success is a result of effective leadership and improvement at the departmental level over a sustained period of time, it has been supplemented by the adjacent targeted support to ensure as many pupils as possible achieve the expected standard (i.e. Grade 4) at GCSE.</p>	<p>2a</p>

<p>Numeracy at KS4:</p> <ul style="list-style-type: none"> <li>• Addition of an 8th set in Maths 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 workshop.</li> <li>• Three weekly 30-minute intervention sessions for a targeted number of pupils in Year 11 with a focus on Grades 4 and 5.</li> </ul>		
<p>Additional reading intervention and support at KS3.</p>	<p>If Guided Reading is the first wave of intervention (i.e. for all pupils), subsequent waves (when needed and able to be resourced) are:</p> <ul style="list-style-type: none"> <li>• Second Wave (catch-up): 'Fresh Start', a phonics programme for pupils who, using a range of data, are identified as having gaps in their knowledge and ability to decode.</li> <li>• 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.</li> </ul>	<p>2a</p>
<p>Support for HPA pupils and their parents.</p>	<p>Analysis of our GCSE data suggests that gender (boy or girl) is more of a factor than socioeconomic status (PP or non-PP) for under-performance in our HPA pupils at GCSE, however, if embodied within our sense of 'why' is a commitment to social mobility, i.e. education making a difference, then arguably, that burden and duty of responsibility is greatest for our most able PP pupils, who join us having excelled at Primary (or at least in the KS2 Sats), and therefore, the expectation is that they continue on that trajectory.</p> <p>As above, part of the whole-school focus on oracy (and disciplinary literacy too, scaffolding writing up to the higher grades) is an attempt to improve the performance of our most able pupils at GCSE. However, that talk is not something that we want to stop at the school gates, but carry on at home; we recognise</p>	<p>2c</p>

	<p>though that for parents with the increasing difficulty and specialisation of content at Secondary that can be daunting and a barrier to having those discussions, so, for Core initially, we have designed Home Learning Letters that share an overview of content for the term with suggested things to watch, listen to and discuss in an attempt to not only aid recall from lessons, but to broaden the scope of subject-content, something that may happen more readily in homes of non-disadvantaged pupils, and a gap that we would like to close. These letters have also been supplemented with parental events where we go through the letters with parents and how they can be used to support their child's progress; our experience of and relationship with parents is that they are keen to support, but just not sure how to, so these events have been an attempt to bridge that gap also.</p>	
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**NB** Although not for academic support, one further (and sole) area where funding is spent on just PP pupils is providing free school meals: based on the recharge from the catering provider, this amount to £150K (which does equate to approximately 25% of the total funding for this year).

## Allocation of Funding – Tier Three – Wider Strategies

Similar to Tier One, funding falling into three categories: staffing, CPD and resources.

Strategy	Rationale	Challenge(s) Addressed
<b>Staffing:</b> reduced teaching allocations (from Tier One) extends to Heads of Year.	Reduced allocations, together with clear centralized systems, is a long-standing approach (dating back over twenty years) to behaviour at Yardleys and has proved highly effective in establishing and maintaining a culture and environment conducive to learning (for evidence see external validation in <a href="#">Ofsted reports</a> from 2010, 2020 and 2023). To name just a few examples, allows time for HoYs to: make attendance calls in the mornings; meet with parents to establish those important relationships; respond to behaviour incidents in a timely manner; be visible (i.e. visiting lessons) to support behaviour for learning in the classroom.	1
<b>Staffing:</b> in recent years, a further layer has been added to the pastoral team with Assistant Heads of Year.	There is no doubt that as society changes (post-pandemic, cost of living, impact of social media, pace of technological advancement, even parenting), the structures that once supported the aforementioned culture and environment need reinforcing, hence the addition of AHOYs.	1
<b>Staffing:</b> employment of Attendance and Welfare Officer.	A tangible example of the above is the national concern and crisis around attendance, possibly triggered by the pandemic, but with other underlying, interlocking and complex causes. Yardleys, although consistently above national and regional averages, is not immune from this trend and we have responded by employing an Attendance and Welfare Officer.	1a
<b>Staffing:</b> use of (external) School Counsellor and Well-Being sessions to complement and support the internal pastoral staff.	A further example, again stemming from the above, is increased support than previously needed for pupils' well-being and mental health.	1c
<b>Staffing:</b> in-school Mental Health Lead role.		

<p>Continued allocation of resources to the Personal Development curriculum:</p> <ul style="list-style-type: none"> <li>• <b>Staffing:</b> Head of PD.</li> <li>• <b>CPD:</b> staff training.</li> </ul>	<p>For us, the importance of PD is beyond its statutory obligation, but is seen as a vital part of the curriculum, so in addition to the allocation of curriculum to time, protected time is allocated for regular training, quality assurance and resourcing.</p> <p>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>.</p>	1c, 1d and 2c
<p>External visitors (often for assemblies, but not limited to). Examples so far at the time of publication (not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• Loudmouth – theatre company exploring age-specific pastoral issues.</li> <li>• Range of post-16 providers.</li> <li>• Army – assemblies and workshops</li> <li>• Legal professionals from a Solicitors – workshops.</li> <li>• Just Like Us – a LGBTQ charity.</li> </ul>	<p>Listed after PD, but is not limited to this part of whole-child; also includes careers and particularly the narrative around ‘encounters’ and increasing the number of these to expose pupils to the potential options that are out there for them that they may have been unaware of otherwise.</p> <p>Not listed as separate, but events and trips would also fall here. Two examples from this year would be:</p> <ul style="list-style-type: none"> <li>• Trip to the RSC to watch a performance of <i>Macbeth</i> for a group of newly-arrived EAL pupils to better help them understand the play that they study in Year 8, and also an experience of the theatre and Shakespeare, important staples of British history and culture.</li> <li>• As part of a broader aim of the Innovation Faculty to increase visitors, events and trips connected to further study and industry, particularly for girls (and within that PP girls), a group of Year 10 girls participation in a KPMG mentoring programme and a group of Year 8 girls visit to Cyberfirst Mega Event.</li> </ul>	1d and 2c
<p>Enrichment:</p> <ul style="list-style-type: none"> <li>• <b>Staffing:</b> Head of Enrichment; additional lesson added.</li> <li>• <b>Resources:</b> for the activities.</li> </ul>	<p>A broad and balanced curriculum does not apply to just the subjects offered, but extends beyond the classroom (again the importance of whole child). We recognise the value in and what can be gained from extra-curricular activities and interests, and how the opportunities to experience and engage in these, because of financial and other connected constraints, may be reduced outside of school (there may be other barriers for our pupils, i.e. ability to stay and time after school due to other commitments, picking up siblings, Mosque School, etc.), which is why we extended one of the school days to add an additional lesson dedicated to Enrichment: a curriculum comprising four areas – physical, mental, creative and community – with students following a pathway where they get the opportunity to explore activities and develop interests from knitting and pottery to coding and</p>	1d and 2c

	chess, from combat sports and badminton to DofE and eco-warriors.	
<p>Careers:</p> <ul style="list-style-type: none"> <li>• <b>Staffing:</b> employment of full-time, internal Careers Advisor.</li> <li>• <b>Resources:</b> trips (see adjacent); purchasing and use of Unifrog.</li> </ul>	<p>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.</p> <p>An example of the above:</p> <ul style="list-style-type: none"> <li>• World Skills Show (NEC)</li> <li>• In-school Careers Fair</li> <li>• In-school Mock Interviews with external agencies (Yr10)</li> <li>• Work Experience (Yr10)</li> </ul> <p>And a further note on Unifrog (a user-friendly platform designed for young people that makes available a comprehensive and informative package of support connected to post-16 study, careers and future employment): it is not just pupils in Years 10 and 11 that are signed-up and make use of it, but all pupils, because we want to start the process from September of Year 7 in order to maximise its impact.</p>	1d
<b>Staffing:</b> 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.	1d and 2c
<b>Resources:</b> 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 and 2

## Part B: Review of Outcomes from 2024-2025

A change in format from the previous Strategy Statement (and from the DfE template) to reflect that it is reviewed twice a year (in September and March 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, using a system of ✓ achieved/on track, ✗ not achieved/not on track, → progress made, ← regression with the aim to, where possible, reallocate resources as needed. Also, for clarity (and accountability) makes direct use of the Intended Outcomes table from Part A.

Intended Outcome	Criteria for / Measurements of Success	Review
1a – Attendance (see Appendix – Figure 1)	<ul style="list-style-type: none"> <li>Continue to exceed national (DfE) and regional (FFT) averages for all.</li> <li>Reduce in-school variation to non-PP.</li> <li>Average attendance 95%+.</li> <li>Reduce percentage of pupils in PA.</li> <li>100% entry and attendance for GCSE exams.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 92.97% (adjusted for impact of Eid, 93.85%), so over 3% better than national and regional attendance. PA also below NA by over 3%.</li> <li>✓ Reduced from 2.95% in '23-'24 to 1.71%.</li> <li>✗</li> <li>✓ A drop of 5% from '23-'24.</li> <li>✓ One pupil was in Pakistan for one exam. But of those in the country and able to attend, all did for all exams. Supported by 96% attendance during Year 11 Assessment Weeks.</li> </ul>
1b – Behaviour (see Fig.1)	<ul style="list-style-type: none"> <li>Continued tracking and analysis of internal behaviour data.</li> <li>Fewer suspensions (fixed and permanent).</li> <li>Fewer repeat fixed suspensions.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>→ Mixed: were more, but not proportionately.</li> <li>→ One fewer, so more in-line than a drop.</li> </ul>
1c – Mental well-being	<ul style="list-style-type: none"> <li>Early identification and targeting of support for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Supported by half-termly 'round-table' pastoral meeting on pupils identified.</li> </ul>
1d – Aspirations (for Careers see Fig. 2)	<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>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✗ One NEET again.</li> <li>✗</li> </ul>
2a – Literacy and Numeracy	<ul style="list-style-type: none"> <li>Continue to provide Guided Reading, and where needed and able to be resourced, targeted intervention.</li> <li>Average NGRT SAS above 100 (see Fig. 3).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Yes, although, because of restriction on resources (i.e. staffing), unable to run intervention as we would like, but have redeployed a Lead Practitioner to look at how to support LPA pupils' reading and learning in lesson.</li> <li>✓ 101.03, although downward trend is a concern and needs addressing, via training with the option of returning to previous</li> </ul>



	<ul style="list-style-type: none"> <li>As evidence of impact from Key Stage 2:               <ul style="list-style-type: none"> <li>Continue to exceed national average of 'expected standard' at GCSE, i.e. Grade 4 for English and Maths (see Fig. 4)</li> <li>Continue to exceed P8 score of 0 for English and Maths (see Fig. 3).</li> <li>Reduce in-school variation of APS, 4+ and P8 to non-PP for English and Maths (see Fig. 3).</li> </ul> </li> </ul>	<p>structure not possible at present.</p> <ul style="list-style-type: none"> <li>✓ English by 21%, Maths by 13%.</li> <li>✓ N/A for '25, but typically English 0.5 and Maths 0.1.</li> <li>→ Does vary slightly every year, but the trajectory is one that is closing over time.</li> </ul>
2b – Disciplinary Literacy	<ul style="list-style-type: none"> <li>Rising attainment in subject areas where support for disciplinary literacy has been targeted (as evidence of its impact).</li> <li>Over the course of the three years that this Strategy Statement covers a demonstrative difference and impact on both the opportunities for and quality of talk, both inside and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>✓ For Maths, 4+ and 5+ continue to remain above 70% and 50% respectively as evidence of impact as this was where the disciplinary reading was rationalised and targeted to have the most significant impact.</li> <li>✓ In iMedia, significant improvement in 4+ connected to increased use of scaffolds and models.</li> <li>→ Raising attainment in Geography and History from 2023 when work started to rebalance curriculums and teaching between substantive and disciplinary, and as evidenced from recent subject review meetings, progress is still be targeting (and made).</li> <li>→ Progress towards, as evidenced from recent whole-school lesson drop-ins.</li> </ul>
2c – Curriculum	<ul style="list-style-type: none"> <li>Continue to fulfil National Curriculum at Key Stage 3.</li> <li>Continue to offer three 'free' Options at GCSE (so as not to narrow the option and experience of the Arts and Technology).</li> <li>Continue to provide Enrichment and a range of extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓ Furthermore, with addition of Hospitality and Catering and Photography this year at KS4.</li> <li>✓</li> </ul>
2d – SEND (See Fig. 5)	<p>Although every SEND cohort is different (in size and need), aim for to:</p> <ul style="list-style-type: none"> <li>Achieve P8 of 0, i.e. expected progress.</li> <li>Match/exceed national averages for A8 and English-Maths Grade 5+ (measurements with national comparisons).</li> <li>In-school comparisons with non-PP.</li> </ul>	<ul style="list-style-type: none"> <li>→ N/A for '25, but the trajectory is broadly upwards.</li> <li>✓ Exceeded once more.</li> <li>✓ Continues the pattern that broadly attainment is better for PP than non-PP pupils.</li> </ul>

<p>An addition from the 'Challenges' above, but must be referenced, is outcomes at GCSE. Has been placed here, because if the above measurements of success can be met, progress and attainment will follow.</p>	<ul style="list-style-type: none"> <li>Increasing A8 and P8 scores (see Fig. 7).</li> <li>Seeking to meet/exceed averages, comparison of A8 and P8 against (see Fig. 7): <ul style="list-style-type: none"> <li>National all.</li> <li>Non-PP nationally.</li> <li>Non-PP in-school.</li> </ul> </li> <li>Positive P8 for HPA PP pupils (see Fig. 6).</li> <li>Meet/exceed national average for Grade 5+ percentage for English and Maths (see Fig. 7): <ul style="list-style-type: none"> <li>All</li> <li>Non-PP</li> </ul> </li> </ul>	<p>← Was a slight drop from '24, but this is in-line with whole-cohort data</p> <p>✓ With 1.35 in difference in A8, arguably in-line.</p> <p>✗ Difference of 5.75</p> <p>✗ Difference of 4.25</p> <p>Both widening gaps from '23 and '24.</p> <p>NA</p> <p>✗ Off by 7%</p> <p>✗ Off by 14%</p>
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While all areas identified are of importance (otherwise would not have been identified) and are monitored (at the two checkpoints in the year), at this point, the following are areas for particular development/action.

### Areas for Development/Actions

#### 1. Attendance:

- Of concern in Year 11, pupils identified and actions in place (see Attendance half-termly report).
- Monitoring attendance during December Assessment Week as a predictor for the summer examinations and follow-up actions as necessary.

#### 2. Careers:

- Projection of NEETs:
  - KM: part-time vocational (i.e. work) AP placement from September to prepare for post-16.
  - Any other projected NEETs? WBV to liaise with YSL, BYP and PEJ (connection to attendance as outlined above).
- Why is the progression onto Level 3 courses lower than the proportional representation? WBV to explore with LEE and PEJ.

#### 3. Reversing downward trend in **reading** scores.

- Following QA in Autumn 1, training for targeted staff by WER.
- WBV to explore how to increase training time (to previous pre-2022 levels).

#### 4. Curriculum: Potential impact of recent [Curriculum and Assessment Review](#) and [DfE response](#). WBV to provide a report to SLT.

#### 5. EM Match-up: targeting of pupils for the three weekly intervention sessions.

## Appendix – Data

Figure 1 – Attendance and Behaviour

	2021-2022 All: 93.99%		2022-2023 All: 94.39		2023-2024 All: 92.74 Impact of Eid – 1.2%		2024-2025 All: 93.65% Impact of Eid – 0.88%	
	PP	non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance	93.25%	94.73%	93.52%	95.27%	91.17%	94.12%	92.97%	94.68%
In-School Difference	1.48%		1.75%		2.95%		1.71%	
DfE (Diff.)	91% (2.25%)		90.8% (2.72%)		91.2% (-0.03)		91.7% (2.27)	
FFT WM (Diff.)			89.94% (3.58%)		91% (0.17%)		91.4% (2.57)	
Persistent Absence	19.4%	13.5%	18.14%	8.4%	25.58%	15.24%	20.68%	12.1%
In-School Difference	5.9%		9.6%		10.34%		8.58%	
DfE	27.7% (8.3%)		27.3% (9.16%)		25.3% (0.28)		22.9% (2.22)	
FFT			27% (8.86%)		25.50% (0.08%)		24% (3.32)	

  

	PP (45%)	non-PP	PP (47%)	Non-PP	PP (48%)	Non-PP	PP (62%)	Non-PP
Permanent Exclusion #	0	2	0	2	2	4	4	1
Fixed-term Exclusion #	43*		37*		48 (57%)	35	53 (60%)	35
Repeat Exclusion #					10	8	9	4

\*PP/non-PP breakdown of data unable to be verified.

Similar to national trends and concerns, there has been a recent significant change in pupil attendance and behaviour, one that at Yardleys anyway does not split along PP/non-PP lines. Further justifies, as above, the overall approach to PP funding and the recent additional investment in pastoral staffing to ensure that the systems and structures of support that have been such a long-standing strength of the school continue, in order to provide the best education for the pupils, important for all, but especially those that are PP.

Figure 2 – Destination Data

		2022-2023			2023-2024			2024-2025		
		All	PP (49%)	Non-PP	All	PP (51%)	Non-PP	All	PP (51%)	Non-PP
Level 3	A Level	69	32	37	68	30	38	48	18	30
	T Level	4	3	1	7	3	4	7	5	2
	Extended Dip.	63	27	36	51	23	28	60	24	36
	<b>Total</b>	<b>136</b>	<b>62 (46%)</b>	<b>74 (54%)</b>	<b>126</b>	<b>57 (45%)</b>	<b>69 (55%)</b>	<b>115</b>	<b>47 (41%)</b>	<b>68 (59%)</b>
Level 2	Diploma	40	18	22	34	16	18	42	24	18
	Fd T Level	4	0	4	4	2	2	5	2	3
	Apprenticeship	0	0	0	1	1	0	2	2	0
	<b>Total</b>	<b>44</b>	<b>18 (41%)</b>	<b>26 (59%)</b>	<b>39</b>	<b>19 (48%)</b>	<b>20 (52%)</b>	<b>49</b>	<b>28 (57%)</b>	<b>21 (43%)</b>
Level 1		25	12	13	10	4	5	11	5	6
Entry		4	1	3	7	3	4	4	3	1
NEET*		1	1	0	1	1	0	1	1	0
NALM		0	0	0	1	1	0	0	0	0

**NB** Often the NEET may only transpire from the January checkpoint.

Figure 3 – Reading

	Jun-18	2018-2019		2019-2020			2020-2021			2021-2022			2022-2023			Change of GR	2023-2024			2024-2025		
		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	Jun-25	Diff. from Jun-24	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	101.52	-1.74	3.69
Male	96.25	100.1	3.85	99.66	-0.44	3.41	102	2.34	5.75	101.7	-0.3	5.45	104.75	3.05	8.5		102.54	-2.21	6.29	99.77	-2.77	3.52
Female	100	104.14	4.14	101.98	-2.16	1.98	103.39	1.41	3.39	104.98	1.59	4.98	104.91	-0.07	4.91		104.23	-0.68	4.23	103.75	-0.48	3.75
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	101.03	-1.02	3.56
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	102.15	-1.87	4.13
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	99.12	-1.16	2.99	
	7 (2025)	8 (2024)	9 (2023)	Change of GR	10 (2022)	11 (2021)	12 (2020)	13 (2019)	14 (2018)	Av.												
7 (Sept.)	99.48	99.48	101.97		100.87	97.17	102.07	101.44	-	100.35												
7		100.01	102.13		104.38	100.74	102.97	103.19	100.82	102.42												
8			100.78		103.01	104.42	104.44	104.72	98.48	103.02												
9					101.52	104.25	104.23	104.99	101.86	103.69												
10						104.04	103.84	106.25	102.66	104.46												

**NB** Change of GR: previously four 25-minute morning sessions a week; however, to create EBacc pathway, reduced to three 30-minute sessions (one afternoon and two morning). As [research](#) indicates, frequency of reading is as, possibly more, important as for how in development. Reversing

**NB** Change of GR: previously four 25-minute morning sessions a week; however, to create EBacc pathway, reduced to three 30-minute sessions (one afternoon and two morning). As [research](#) indicates, frequency of reading is as, possibly more, important as for how in development. Reversing drop of the last two years after significant increase over time is a key priority.

Figure 4 – English and Maths: 4+ and P8

	% Pupils Achieving 4+ and P8																			
	2019				2022				2023				2024				2025			
	NA	All	PP	Non-PP	NA	All	PP	Non-PP	NA	All	PP	Non-PP	NA	All	PP	Non-PP	NA	All	PP	Non-PP
English	62	82	78	85	69	84	85	83	64	83	83	83	62	85	84	87	60	87	81	94
P8		0.57	0.43	0.73		0.78	0.64	0.89		0.65	0.68	0.58		0.5	0.39	0.61				
Maths	60	65	56	75	64	65	63	66	61	66	63	69	60	75	67	81	58	71	70	74
P8		0.5	0.11	0.84		0.46	0.06	0.54		0.33	0.17	0.42		0.2	-0.04	0.44				
EM		64	51	74		64	59	67		65	63	65		71	64	78		68	64	73

The preponderance of green (i.e. above national average), and increasing green, shows quite what progress PP pupils make in comparison to NAs, again against all and not PP.

Figure 5 – SEND

	2019				2022				2023				2024				2025			
	NA	All (16)	PP (8)	Non-PP (8)	NA	All (31)	PP (15)	Non-PP (16)	NA	All (37)	PP (23)	Non-PP (14)	NA	All (33)	PP (20)	Non-PP (14)	NA	All (27)	PP (17)	Non-PP (10)
A8	33	23	24	22	35	28	33	24	33	31	33	27	33	34	38	28	34	36	35	39
P8		-0.72	-1.19	-0.3		-0.44	-0.32	-0.54		0	0.16	-0.27		-0.19	-0.07	-0.36				
EM 4+		12%	25%	12%		19%	33%	13%		27%	30%	14%		39%	45%	31%		44%	47%	50%
EM 5+	17%	12%	12%	12%	23%	16%	20%	6%	20%	19%	22%	14%	22%	30%	30%	31%	22%	33%	30%	20%

**NB** National data is only K; Yardleys is K and E.

The trajectory of results is clear: upwards. This is both because of ensuring SEND pupils are entered for the full complement of GCSEs (i.e. all buckets filled) and the increasing adaptation of teaching to meet the needs of the pupils.

**Figure 6 – HPA P8**

2024								
All (38)	Boys (16)	Girls (22)	PP (20)	non-PP (18)	Boys PP (8)	Boys non-PP (8)	Girls PP (12)	Girls non-PP (10)
-0.29	-0.16	-0.38	-0.41	-0.16	0.02	-0.35	-0.69	-0.01
2023								
All (24)	Boys (14)	Girls (10)	PP (12)	non-PP (12)	Boys PP (6)	Boys non-PP (8)	Girls PP (6)	Girls non-PP (4)
-0.23	-0.61	0.27	-0.24	-0.22	-0.74	-0.54	0.25	0.42
2022								
All (15)	Boys (11)	Girls (4)	PP (6)	non-PP (9)	Boys PP (3)	Boys non-PP 8	Girls PP (3)	Girls non-PP (1)
0.06	-0.05	0.36	-0.01	-0.29	-0.44	-0.29	0.41	-0.29

Although we have to wary due to small size of data-sets, the pattern is broadly clear: gender is a more accurate predictor than socio-economic status (i.e. PP) when it comes to under-performance, typically Boys.

Figure 7 – Overall Outcomes

	2018-19			2021-2022			2022-2023			2023-2024			2024-2025		
	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	0.41	0.15	0.67	0.34	0.19	0.5	0.33	0.28	0.32	0.17	-0.02	0.31			
		-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		0.42			0.38			0.04			-0.31				
National Average		-0.45	0.13		-0.55	0.15		-0.57	0.17		-0.57	0.16			
PP Difference from National average		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	46.39	44.23	49.85	46.39	43.96	48.04	44.71	44.44	44.96	47.47	46.19	48.78	46.67	44.55	48.79
		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		44.69/44.38	50.98/46.24
In-school difference: PP to non-PP		5.62			4.08			0.52			2.59			4.24	
PP Difference from National average		7.53	6.07		6.36	8.84		9.44	5.9		11.59	3.81		9.65	5.75
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP
English & Maths Grade 4+	64%	51%	74%	64%	59%	67%	65%	63%	65%	71%	64%	78%	68%	64%	73%
In-school difference		23%			-4%			2%			14%			9%	
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP
English & Maths Grade 5+	43%	38%	56%	43%	30%	51%	45%	43%	46%	52%	46%	58%	46%	38%	54%
In-school difference		18%			21%			3%			12%			16%	
National Average		25%	50%		30%	57%		25%	52%		25%	53%		25%	52%
PP Difference from National average		13%	12%		-	27%		18%	9%		21%	7%		13%	14%
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP
EBaCC Entry	6%	6%	5%	22%	22%	21%	15.64%	22%	17%	14%	13%	15%	55%	55%	55%
In-school difference		1%			1%			5%			2%			-	
	All	All	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP
EBaCC APS (Strong)	3.91	3.58	3.99	3.91	3.68	4.07	3.62	3.62	3.62	3.82	3.71	3.93	3.89	3.83	3.97
In-school difference		0.41			0.39			-			-0.22			-0.16	

**NB** A note on EBacc: yes, tracked and monitored, and an attempted EBacc pathway was implemented in 2023 with the first cohort of results in 2025, but unfortunately, the curriculum model proved too expensive and unable to recruit to, which is not to say that languages are not valued and offered at Yardleys, they are, and also, after all, with 86% of the pupils EAL it is not as though the majority do not at least speak another language, and their bilingualism is valued.