



Pupil premium strategy statement – Yate Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Yate Academy
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	23.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Edward Rakshi
Pupil premium lead	Tim Pottle
Governor / Trustee lead	Catherine Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,915
Recovery premium funding allocation this academic year	£50,930 *partially used to supplement school-based tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,845



Part A: Pupil premium strategy plan

Statement of intent

Our aim is that students who come to Yate Academy will have a better chance of success than if they attended any other school in the country.

This is especially true for students who experience disadvantage in any aspect of their lives. The Pupil Premium Fund will be used to address any gaps that occur in terms of access to resources, access to opportunities and access to the very best provision as well as ensuring that these students keep up rather than catch up.

The teaching at Yate Academy means that students have access to the best teachers and the best curriculum and high-quality teaching and learning is at the heart of this school. This is the best for all students, particularly those who are disadvantaged in some way. Staff at Yate Academy have exceptionally high standards for all students and we will go above and beyond to enable them to meet their potential. This comes through careful planning, thoughtful and timely support, and intervention.

This strategy seeks to minimise any “gap” whilst ensuring all students achieve the very best that they can. The strategy will be regularly reviewed and amended as needed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students should be in line with non-disadvantaged students and should be at 95%. Our attendance data continues to indicate that attendance among disadvantaged pupils on average is lower than non-disadvantaged pupils.
2	High levels of engagement in wider opportunities are extremely important. Pupil Premium students can lack access to cultural and enriching activities. This limits wider knowledge, improved literacy skills, improved interpersonal skills and mental wellbeing. 100% of disadvantaged students should be able to access enrichment opportunities such as music, sport, societies, educational visits and other events.
3	Access to support for students who need it to address mental health and wellbeing as well as post-lockdown anxieties has been a challenge, and this has disproportionately affected students from disadvantaged backgrounds



4	Our observations and assessments have shown that students who experience disadvantage achieve below their peers in national examinations. Access to targeted academic support for students who need it, based on class data and internal assessments.
5	Assessments using NGRT, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 2 years, between 15-20% of our disadvantaged pupils arrive below age-related expectations. This gap remains steady during pupils' time at our school.

Intended outcomes

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

Intended outcome	Success criteria
Attendance of disadvantaged students will exceed 95%	Attendance data monitored Persistent absenteeism tackled and intervention happens in a timely way Attendance support worker liaises with families to support high levels of attendance
Students achieve in line with non-disadvantaged peers (in excess of +1 at GCSE level)	Intervention, tutors and additional materials are targeted at students who need it Data is tracked and PP students are monitored carefully Targeted careers support ensures that aspirations are high
Identify students who are below their chronological reading age and ensure that the curriculum in place to support them is appropriately robust.	All staff aware of reading deficit Bi-yearly NGRT testing to identify accurate reading ages Read Write Inc phonics intervention in place Specialist teaching staff provide additional support
All students can access additional opportunities and character badges are issued for all.	Take up of enrichment activities is carefully tracked and monitored Character Badge award is monitored regularly, this reviews rates of achievement between different pupil groups. All students take part in whole school enriching activities like choir and Fun Friday. All students in Year 11 receive two supportive post 16 interviews with a member of the SLT in addition to statutory 1-2-1 careers guidance Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options. Inclusion is achieved daily by providing support for consumables, uniform and equipment wherever needed.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [72,800]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics Intervention Programme	https://www.ruthmiskin.com/our-mission/ There is substantial evidence around this method for all students but we are using this for students who are falling behind their peers to accelerate literacy.	4,5
Specialist teacher for pre and post teaching of English and Maths	The impact of a phonics programme, as well as reading comprehension strategies is high impact for relatively low cost: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4,5
Consumables for Food Technology: Providing consumable items free of charge to ensure an inclusive approach to practical subject deliberate practice for all students	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
CPD Programme: TLAC, BPBs, DDI cycle, BTT programme, Good to Great, LPD training	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. When designing and selecting professional development, focus on the mechanisms. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4
Digital homework: including Hegarty/Sparx, Tassomai, ActiveLearn and Bedrock	Homework as an integral part of learning, rather than an add-on maximises impact, it also appears to be important that students are provided with high quality feedback on their work	4



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Revision materials provided free of charge to all exam groups to ensure there is no barrier to additional study	Understanding and addressing any barriers to completion, such as access to a learning device or resources and explicitly teaching independent learning strategies are recommended. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4

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

Budgeted cost: £ [78,762]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring	Structured intervention for students who have gaps.	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Access to a range of high-quality literature to support reading	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
Leap Ahead Provision: Students will be able to receive targeted support to complete Maths and Self-Quizzing alongside peers. This ensures 100% success rate as well as a 100% completion rate	Peer tutoring (in this case, support from Sixth Formers) is very low cost and the impact is substantial, leading to a potential 5 months of impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring The impact is similar across English and Maths Homework clubs can help to overcome these barriers by offering pupils the	5



	resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Period 6: Extending school time for Y11 students	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4

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

Budgeted cost: £74,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Worker Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	Family liaison and support for hard to reach families. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Know and understand your pupils and their influences and understanding a pupil's context will inform effective responses to misbehaviour. Education Endowment Fund: Behaviour	1
Jamie's Farm – counselling and resilience	EIF's report on adolescent mental health found good evidence that these interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3



Extra-Curricular/ Co-Curricular activities (Timetabled choir, orchestra, music lessons, educational visits)	<p>“Cultural Capital” for students who may not have access to opportunities. Placing them on the timetable and ensuring that they are fully funded means that no-one misses out. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2
Uniform/ resource support	<p>Breaking down barriers for students who struggle to come to school.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Education Endowment Fund: Uniform</p>	1,2,3
Rewards for students and incentives	<p>The reward system is crucial for ensuring that students are engaged and that their efforts are publicly acknowledged. This is an important part of the school culture</p> <p>DfE: Behaviour and Discipline in Schools</p>	2
Strengthening Minds Programme – resilience and school engagement	<p>Pupils who were offered counselling services experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/</p>	3

Total budgeted cost: £225,845



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Yate Academy achieved a P8 score of 0.65 placing the school as the highest achieving in South Gloucestershire.

PP students achieved a P8 score 0.07 which was considerably below their non-disadvantaged peers however was also significantly above the national average for PP students.

On average students on pupil premium achieved 0.6 grades below in English Language and 0.68 grades below in Maths when compared to non-pupil premium students, this is marginally less than the national gap whereby pupil premium pupils achieved 0.7 grades below non-pupil premium students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Strengthening Minds: <ul style="list-style-type: none">- Resilience- Coping with bereavement- School engagement	Strengthening Minds
Grass Routes	Grass Routes
Bedrock Literacy Programme	Bedrock
Direct instruction: Corrective Writing	McGraw Hill
Direct instruction: Corrective Maths	McGraw Hill



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring students and parents understand our strategy by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them.
- utilising support from our School Health Nurse and local hubs, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Ten Tors, Author visits, School Trips and Character Events), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of activities that we have previously undertaken. Each activity was reviewed and a decision was made to either continue, change or remove.

We made use of evidence from different sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database, as well as the We Are in Beta review of disadvantaged student performance to view the performance of disadvantaged pupils in school similar to ours.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.