

Pupil premium strategy statement – Yattendon School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	15.2% (59 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	1 st December 2025
Date on which it will be reviewed	15 th September 2025
Statement authorised by	Ashlee Woodruff
Pupil premium lead	Ruth Bienkowski
Governor / Trustee lead	Ashlee Woodruff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83 225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£83 225

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

At Yattendon we want all our disadvantaged pupils to be academically successful and achieve in line or even better than their peers. We want to close the academic gap caused by disadvantage and exacerbated by the effects of the Covid-19 pandemic. We want all disadvantaged pupils to play a full part in the wider life of school and to be given opportunities that they may not otherwise have. To achieve this we will:

1. Ensure that financial issues are not a barrier to participation
2. Prioritise excellent teaching and CPD to ensure that disadvantaged children make good progress;
3. Increasingly address and remove barriers faced by our disadvantaged pupils (attendance, social and cultural capital, literacy and numeracy outcomes.)
4. Work to ensure that disadvantaged children have access to pastoral and mental health resources to ensure they develop resilience and the ability to thrive.

How does our current pupil premium strategy plan work towards achieving these objectives?

At Yattendon, we are committed to ensuring that all our disadvantaged pupils are academically successful and achieve in line with or better than their peers. Our ultimate goal is to close the academic gap caused by disadvantage and exacerbated by the ongoing effects of the Covid-19 pandemic. To achieve this, we will ensure our disadvantaged children consistently perform as well as their peers in reading, writing, and maths across all year groups. We will use excellent practice within our school as a model for success, while fostering an environment where disadvantaged pupils play a full part in the wider life of the school and are provided opportunities they might not otherwise access.

Our current pupil premium strategy adopts a tiered approach recommended by the Education Endowment Foundation (EEF), which emphasises the importance of high-quality teaching, academic intervention, and wider non-teaching strategies. Central to this three-year plan is the development of high-quality teaching supported by robust CPD and the recruitment and retention of talented staff. To enhance the quality of writing instruction, we are introducing *The Literacy Tree*, a text-based curriculum designed to inspire and develop strong writing skills. Alongside this, we continue to utilise *Read, Write Inc.* to provide systematic and effective phonics instruction, laying a solid foundation for literacy. Furthermore, we are embedding the cross-MAT

(Greensand Academy) *PACE model* to refine pedagogical approaches and promote consistent, effective teaching practices.

Internal data indicates that disadvantaged children without SEND have made good progress in reading, demonstrating the impact of our targeted strategies in this area. The focus must now shift to supporting children who are both disadvantaged and have SEND, ensuring that their specific needs are met effectively. In writing, we recognize the need to work harder to ensure that disadvantaged pupils achieve outcomes on par with their peers, addressing gaps in this crucial area. Additionally, there has been a substantial increase in demand for pastoral support among disadvantaged pupils, highlighting the growing importance of providing robust mental health and social-emotional care to support their overall well-being and readiness to learn.

What are the key principles of our pupil premium strategy plan?

- That we promote our school ethos of *Inspire, Achieve, Persevere* for all, regardless of disadvantage or need;
- That our Shared Vision and School Development Plan form the backbone of an integrated approach to school improvement that focuses on the needs of all our pupils, with a robust and rigorous focus on the outcomes of our disadvantaged pupils;
- That we are an evidence-based school and our decisions and interventions are grounded in research and data about what works best;
- That the most effective method of addressing disadvantage is through a strong and relentless focus on improving teaching and learning, as advocated by the EEF;
- That developing the literacy and numeracy skills to at least age-related expectations is essential to enable pupils to access the wider curriculum;
- That we recognise that not enough of our disadvantaged pupils reach greater depth in any of the assessed subjects at the end of Key Stage Two;
- That we are committed to using good practice to increase the consistency of success for disadvantaged pupils across the curriculum, ensuring sustained and equitable outcomes in all subject areas;
- That we recognise the unique challenges faced by children with multiple disadvantages and will prioritise tailored support for this group through our ongoing work in equity, diversity, inclusion, and belonging, ensuring that every child feels valued and supported;

- That focus on the whole child is imperative, and providing high-quality pastoral care and mental health support is essential to meet the wider needs of all pupils;
- That the use of a robust monitoring system, focused on standardised scores and outcomes, enables staff to identify gaps in learning and is essential to maximise the impact of Pupil Premium funding;
- That all intervention is rigorously monitored and adapted as soon as necessary;
- That specific intervention is always based on identified and individual need;
- That Pupil Premium funding is leveraged to benefit as many pupils as possible, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Historically, disadvantaged pupils have had a lower level of attainment in both English and mathematics than their peers on entry to our school. Throughout their journey through Yattendon, broadly speaking, pupils make good or accelerated progress. In order to maximise this it is important to identify gaps in learning as soon as possible on entry to our school and ensure that intervention and rapid progress takes place for any child who has fallen behind from the start.
2	Disadvantaged pupils (especially those with SEND) have lower attendance than their peers and their rate of persistent absence is higher.
3	Disadvantaged children take part in fewer clubs and there has been a drop in the uptake of residential trips within children with disadvantage (more specifically those children with multiple disadvantage)
4	Whilst many children who are socially or economically more disadvantaged than their peers make equal progress, there are some year groups where this is inconsistent and children with SEND or multiple disadvantage are less likely to make progress in line with their peers
5	Parental engagement at Yattendon is good amongst all year groups; some parents find it harder to engage for a variety of reasons; our challenge is to remove these barriers

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
<p>Improve pupil outcomes at the end of KS2 in reading, writing and mathematics.</p>	<p>80% of Pupil Premium (PP) pupils achieve the expected standard in reading by the end of KS2 (aligned with or exceeding the national average for all pupils).</p> <p>40% of PP pupils achieve the greater depth standard in reading.</p> <p>Progress: PP pupils demonstrate progress scores in reading of at least +1 (aligned with or above the national average for all pupils).</p> <p>Intervention Impact: Engagement: 20% increase in the number of PP pupils reading for pleasure as evidenced by pupil surveys or borrowing records from the library</p>
<p>To continue to improve the quality of teaching and learning by providing a programme of good quality CPD for all staff through the implementation and embedding of the Greensand PACE model (Pedagogy, Assessment, Curriculum, Expectations) by guiding specific areas of whole school improvement.</p>	<p>Staff feedback surveys indicate at least 90% satisfaction with the quality, relevance, and impact of CPD sessions linked to the PACE model.</p> <p>Learning walks and coaching cycles show clear evidence of CPD impact in targeted improvement areas (e.g., formative assessment strategies, curriculum sequencing).</p> <p>Alignment with Improvement Priorities: Areas identified in the School Development Plan (SDP) show measurable progress due to PACE implementation.</p> <p>Senior leadership team (SLT) evaluations confirm that PACE practices are embedded across departments by the end of the academic year.</p>
<p>To improve the attendance of disadvantaged pupils</p>	<p>The overall attendance rate for disadvantaged pupils increases to at least 94% (aligned with or exceeding the national average for all pupils).</p> <p>Year-on-year improvement of 1.5% in the attendance rate of disadvantaged pupils compared to the baseline.</p>
<p>To reduce persistent absenteeism amongst disadvantaged pupils</p>	<p>The percentage of disadvantaged pupils classified as persistently absent (attendance below 90%) reduces by 20% within the academic year.</p> <p>Targeted pupils involved in specific attendance interventions show an improvement of at least 7 percentage points in attendance compared to their baseline rate</p>
<p>Ensure that all pupils engage in a wider range of enrichment activities to the same level (or higher) than their non-disadvantaged peers</p>	<p>Weekly or termly tracking of attendance data shows consistent improvement trends for disadvantaged pupils.</p>

	Attendance review meetings with parents and pupils lead to measurable improvements in at least 75% of cases.
To help parents and carers of disadvantaged pupil attend school events and activities more easily.	100% of events offer practical support for disadvantaged families, such as free childcare, flexible scheduling, or transportation assistance. Feedback surveys show 80% of disadvantaged families feel that barriers to attending events have been effectively addressed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Literacy Tree across all classes with moderation checkpoints (baseline, mid-year, final) focused on PP pupils' writing outcomes. Whole-class writing will prioritise stamina, grammar, and composition, with targeted scaffolds and challenge to support disadvantaged pupils. Higher-attaining PP pupils identified early will be provided with structured in-class stretch opportunities to increase greater depth outcomes.	The EEF emphasises that sustained CPD on teaching writing has a moderate to high impact, particularly when focused on scaffolding and metacognition. Improving Literacy in Key Stage 2 stresses the importance of developing pupils' vocabulary, structuring extended writing opportunities, and embedding strategies into everyday teaching.	1, 4

Responsive teaching strategies (scaffolding, paired talk, “show me boards”) prioritise PP pupils during everyday lessons. Effective practice shared through staff CPD to ensure consistency.	The EEF toolkit highlights that responsive teaching and formative assessment are highly effective in closing learning gaps (+7 months for effective feedback). Research shows that scaffolding and structured talk help disadvantaged learners build confidence and deepen understanding (Sherrington, 2019).	1, 4
Use diagnostic assessment routinely to identify misconceptions and adapt teaching for disadvantaged learners, ensuring early intervention.	Wider literature (e.g., Lemov, 2010; Sherrington, 2019) and the EEF toolkit emphasise the significant impact of effective assessment (+7 months) in improving pupil outcomes. Diagnostic assessment ensures disadvantaged pupils receive timely and targeted support.	1, 4
Sustained mentoring and coaching for teachers to embed reflective practice and continuous improvement, ensuring PP-focused strategies are consistently applied.	Research from Learning Forward and EEF highlights that ongoing coaching has a high impact on teacher practice and outcomes for disadvantaged pupils, particularly when linked to specific priority areas such as writing and responsive teaching.	

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

Budgeted cost: £25 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target disadvantaged pupils for class-based interventions (daily reading, small phonics groups, Nesy, TTRS, precision teaching) and monitor impact closely.	The EEF states that structured interventions such as daily phonics and targeted numeracy work lead to significant gains when regular and time-efficient. Phonics: +5 months impact; Small group tuition: +4 months impact.	1, 3, 4
Deploy LSAs effectively to deliver structured, evidence-based interventions	The EEF toolkit shows LSAs can add up to +4 months when used for targeted interventions, but have limited impact if used for unstructured in-class support.	1, 3, 4

rather than general classroom support.		
Provide additional learning opportunities (e.g., homework clubs) for PP pupils, promoted with families to maximise engagement.	Extended school time, including before- and after-school provision, can lead to +3 months of progress per year when well-implemented. Structured activities with trained staff and clear curriculum links are particularly beneficial (EEF).	1, 3, 4

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

Budgeted cost: £22 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed nurture-informed approaches (including Boxall insights) into classroom routines for PP pupils with SEMH needs. SEMH impact monitored via attendance, Boxall outcomes, and engagement records.	Research evidence indicates that the Nurture UK programme, particularly its Nurture Groups approach, has a positive impact on attendance, behaviour, and SEMH. A Northern Ireland study found significant improvements in pupils' social, emotional, and behavioural outcomes, with nearly 20% moving off the SEN register as a result.	1, 2, 3, 4
Persistent absence tracked through case studies, with high support/high challenge classroom strategies implemented to promote attendance.	The DfE highlights that persistent absenteeism (missing 10%+ of sessions) has a strong negative impact on attainment. GOV.UK data (2019) showed that pupils with <90% attendance were far more likely to underperform in SATs and GCSEs. Early, tailored intervention reduces disengagement (EEF, ongoing attendance trials).	2, 4
Track participation of PP pupils in enrichment activities, with clear termly targets. Curriculum explicitly linked to aspiration-building (STEM, arts, sport, careers visitors).	While the EEF toolkit finds limited evidence for enrichment's direct academic impact, it recognises intrinsic benefits and the importance of equitable access to a well-rounded education. Aspirational experiences raise engagement and long-term attainment.	3

<p>Uptake reviewed termly in leadership meetings and cross-referenced with attainment.</p>		
<p>Deliver curriculum-linked workshops for PP parents (e.g., writing, home learning). Provide flexible access (timing, online, translation) to maximise attendance. Evaluate through surveys and attendance logs.</p>	<p>The EEF (2019) found parental engagement has an average impact of +4 months on attainment. Studies such as Desforges & Abouchar (2003) and Goodhall (2017) show that home learning support strongly influences outcomes. Flexible models increase uptake for disadvantaged families.</p>	<p>1, 4, 5</p>

Total budgeted cost: £83 225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.