



Yate Academy

Pupil Premium Strategy

Statement

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Pupil premium strategy statement

Report from *Tim Pottle, Assistant Headteacher, Yate Academy*, for Governing Body meeting on *11th December 2025*.

This statement details our school's use of pupil premium (and recovery 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	813
Proportion (%) of pupil premium eligible pupils	20.9%
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)	2022 - 2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026

Statement authorised by Edward Rakshi and pupil premium lead Tim Pottle

Governor/Trustee lead Sarah Logeswaren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,182
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£184,182

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	<p><i>Attendance of disadvantaged students should be in line with non-disadvantaged students and should be at 95%.</i></p> <p><i>Our attendance data continues to indicate that attendance among disadvantaged pupils on average is lower than non-disadvantaged pupils.</i></p>

2	<p>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.</p> <p>100% of disadvantaged students should be able to access enrichment opportunities such as music, sport, societies, educational visits and other events.</p>
3	<p>Overall attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.</p> <p>This gap is particularly evidenced in GCSE English Language & Literature, where the gap has been consistently high. In English pupils perform less well in reading tasks that require high levels of background knowledge and vocabulary to generate meaningful inferences</p>
4	<p>Our observations and assessments have shown that students who experience disadvantage achieve below their peers in national examinations.</p> <p>Access to targeted academic support for students who need it, based on class data and internal assessments.</p>
5	<p>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.</p>

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
<i>Attendance of disadvantaged students will exceed 95%</i>	<p>Attendance data monitored</p> <p>Persistent absenteeism tackled and intervention happens in a timely way</p> <p>Attendance support worker liaises with families to support high levels of attendance</p>

<p>Students achieve in line with non-disadvantaged peers (in excess of +1 at GCSE level)</p>	<p>Intervention, tutors and additional materials are targeted at students who need it</p> <p>Data is tracked and PP students are monitored carefully</p> <p>Targeted careers support ensures that aspirations are high</p>
<p>Identify students who are below their chronological reading age and ensure that the curriculum in place to support them is appropriately robust.</p>	<p>All staff aware of reading deficit</p> <p>Bi-yearly NGRT testing to identify accurate reading ages</p> <p>Read Write Inc phonics intervention in place</p> <p>Specialist teaching staff provide additional support</p>

<p>All students can and do access additional opportunities .</p>	<p>Take up of enrichment activities is carefully tracked and monitored</p> <p>All students take part in whole school enriching activities such as co-curricular and little/big interviews.</p> <p>All students in Year 11 receive supportive post 16 interviews with a member of the SLT in addition to statutory 1-2-1 careers guidance</p> <p>Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options.</p> <p>Inclusion is achieved daily by providing support for consumables, uniform and equipment wherever needed.</p>
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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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role.</i></p> <p><i>We will fund training so all staff understand the challenges and the school's strategy.</i></p>	<p>Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.</p>	1,2,3,4,5
<p><i>Develop pupils' ability to complete extended multi-step tasks and processes.</i></p> <p><i>We will use regular observation and feedback cycles based on instructional coaching to develop teachers' ability to model and guide high quality practice.</i></p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	1,2,5
<p><i>Improve the subject-specific teaching and support of oracy in all lessons.</i></p>	<p>Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy.</p>	1,2,3,4,5

<p><i>We will focus on the teaching of reading and vocabulary first.</i></p> <p><i>We will use professional development time to develop teachers' knowledge and skills.</i></p>	<p>There is significant evidence that improving pupils' oracy skills improves their outcomes at GCSE.</p>	
<p><i>Read Write Inc Phonics Intervention Programme</i></p>	<p>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.</p>	4,5
<p><i>Consumables for Food Technology: Providing consumable items free of charge to ensure an inclusive approach to practical subject deliberate practice for all students</i></p>	<p>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
<p><i>CPD Programme: TLAC, BPBs, DDI cycle, BTT programme, Good to Great, LPD training</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>When designing and selecting professional development, focus on the mechanisms.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	4

<i>Digital homework: including Sparx, Seneca & Language Nut.</i>	Homework as an integral part of learning, rather than an add-on maximises impact, it also appears to be important that students	4
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	are provided with high quality feedback on their work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
<i>Revision materials provided free of charge to all exam groups to ensure there is no barrier to additional study</i>	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: £45,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentoring</i>	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 Tuition targeted at specific needs and 4 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 \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk)

<i>disadvantaged, including those who are high attainers.</i>		
<i>Access to a range of high-quality literature to support reading</i>	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
<i>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</i>	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 resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5

<p><i>Period 6: Extending school time for Y11 students</i></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p><i>Attendance Support Team</i></p> <p><i>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i></p> <p><i>Staff will get training and release time to develop and implement new procedures.</i></p> <p><i>Attendance/support officers will be appointed to improve attendance.</i></p>	<p>Family liaison and support for hard to reach families.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Know and understand your pupils and their influences and understanding a pupil's context will inform effective responses to misbehaviour.</p> <p>Education Endowment Fund: Behaviour</p>	<p>1</p>

<p><i>Extra-Curricular/ Co-Curricular activities (Timetabled choir, orchestra, music lessons, educational visits)</i></p>	<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.</p> <p>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
<p><i>Uniform/ resource support</i></p>	<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</p>	1,2,3

	<p>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>	
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<i>Rewards for students and incentives</i>	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 DfE: Behaviour and Discipline in Schools	2
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Total budgeted cost: £ 184,182

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Yate Academy achieved a P8 score of 0. placing us in line with average attainment nationally. This was significantly lower than previous years.

Pupil premium students achieved a P8score of -0.16 which was considerably below their non-disadvantaged peers. However this is significantly above the national average for PP students.

On average students on pupil premium achieved 0.7 grades below in English Language and 0.8 grades below in Maths when compared to non-pupil premium students.

Externally provided programmes

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

Programme	Provider
Read Write Inc: Fresh Start	Ruth Miskin

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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

N/A