

## Pupil premium strategy statement – Yavneh 2024 to 2027

This statement details our school's use of pupil premium funding for 2024 to 2025, to help improve the attainment of our disadvantaged pupils. It outlines 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	Yavneh College
Number of pupils in school	1042
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr S Lewis
Pupil premium lead	Mrs J Waxman
Governor / Trustee lead	Mrs S Stone

### Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£75,000
NTP Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£75,000</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our school is committed to ensuring that all pupils, regardless of background or barriers, have access to a high-quality education that enables them to reach their full potential. The Pupil Premium is a vital part of our funding strategy to bridge the gap for disadvantaged students, providing targeted support to enhance academic performance, increase engagement, and support overall wellbeing. Our primary goal is to close the attainment gap between our Pupil Premium (PP) students and their peers, ensuring that every child has the same opportunities to succeed academically and socially. We recognise that disadvantaged students often face multiple barriers to learning, which may affect their achievement, attendance, or engagement in school life. Our strategy is to address these barriers through evidence-based interventions and a supportive, inclusive environment tailored to individual needs.

Over the next three years, we will focus on:

- **Raising Academic Achievement:** Ensuring that all PP students make accelerated progress to reach or exceed expected outcomes. This includes targeted intervention programs in literacy, numeracy, and other core subjects.
- **Improving Wellbeing and Engagement:** Providing social, emotional, and mental health support to improve attendance and engagement in school life, fostering a sense of belonging and confidence in our PP cohort.
- **Enhancing Access to Enrichment Opportunities:** Expanding access to extra-curricular activities, cultural experiences, and enrichment opportunities to build broader life skills, increase aspirations, and develop a holistic approach to learning.

Our approach will be adaptive to both common challenges and individual needs, using diagnostic assessments, targeted support, and clear communication between staff, pupils, and their families. We aim to ensure that no pupil's background limits their potential and that our chosen actions and interventions support each other to help all pupils excel.

To ensure our approach is effective, we will:

- Prioritise high-quality teaching and learning for all pupils, with a particular focus on Pupil Premium students, by investing in high quality professional development and evidence-based teaching strategies that promote excellent outcomes.
- Set high expectations for Pupil Premium students, challenging them through the work they are given.
- Identify and act early to provide intervention when needs are recognised.

- Foster a whole-school culture where all staff members are invested in the progress of Pupil Premium students, raising expectations for what these pupils can achieve.
- Offer, monitor, and evaluate a range of targeted interventions across the school.
- Utilise guidance from the Education Funding Agency, the Education Endowment Foundation, and the Local Authority to inform our practices. We will also encourage staff to attend annual Pupil Premium conferences for ongoing professional development.
- Collaborate with organisations like the National College to enhance our provision and ensure our strategies are effective.
- Promote an ethos that promotes the school's motto of "**Olam Chessed Yibaneh – A World Built on Kindness**" for all, regardless of disadvantage or need.

Our approach is informed by the latest research and guided by continuous monitoring of progress to ensure that resources are effectively used to create sustainable, positive impacts on student outcomes. Working collaboratively with parents, carers, and external partners, we aim to foster a supportive network around each child that encourages growth, resilience, and a love of learning.

## Challenges

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

Challenge number	Detail of challenge
1	The small number of PP pupils on roll have lower Progress 8 outcomes than their non-disadvantaged peers.
2	PP pupils' attendance is lower than their peers.
3	PP pupils' Home Learning Environment and social capital is on average lower than their peers and there are resultant social, emotional and behavioural needs for the school to address.
4	Pupil premium students have comparatively lower levels of resilience/fewer successful meta cognitive strategies to draw upon.
5	Whole school approach to Pupil Premium
6	Parental Engagement

## 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
Improved outcomes at Key Stage 4 and 5, across the curriculum, for disadvantaged pupils.	<p>By the end of our current plan (Nov 2025), we aim to maintain a minimal gap in Attainment 8 and Progress 8 scores at KS4 and 5, between Pupil Premium students and their non-Pupil Premium peers.</p> <p>We will continue to monitor and assess the effectiveness of interventions for each Pupil Premium and vulnerable student, reviewing these outcomes at each data point throughout the academic year.</p> <p>Measured by end of year examination outcomes.</p>
Improve attendance of PP pupils	<p>Sustain high levels of attendance across the years 24/25, ensuring the gap between disadvantaged pupils and their non-disadvantaged peers is reduced from the current gap of 4.1%</p> <p>Measured by attendance data</p>
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	<p>Ensure high levels of wellbeing</p> <p>Provided for and measured by:</p> <ul style="list-style-type: none"> <li>• Qualitative feedback from student voice, student and parent surveys, WSLT mentor feedback, and teacher observations.</li> <li>• Opportunities for mentoring</li> <li>• Increased participation in enrichment activities, particularly among Pupil Premium and vulnerable students.</li> </ul>
Improved levels of literacy and an improvement in reading fluency and comprehension, among disadvantaged pupils across KS3 and 4.	<p>ART data demonstrates a small disparity between some of our disadvantaged pupils and their non-disadvantaged peers. Teachers to continue to address this through pedagogical approach towards raising levels of literacy in the classroom, together with – where applicable – targeted interventions for KS3 pupils via the Boost/Shine/HLTA intervention programmes scheduled across the academic year.</p> <p>Measured by:</p> <p>Art data showing improvement</p>
Improved quality of teaching and learning across all Key Stages through a continued focus upon our evidence informed CPD package for teachers and support staff.	<p>Departmental 'Deep Dives' to be undertaken on a rolling schedule with an identified focus upon the quality of teaching and learning for disadvantaged pupils.</p> <p>Measured by:</p> <p>QA observations, learning walks, work scrutiny, drop-ins and CPD to ensure that all pupils experience lessons that enable at least good progress to be made.</p> <p>A narrowing of the gap in KS4 P8 and A8 scores for our school so that they are inline or better than the non-PP scores at our school by 2027.</p>

<p>To further refine and improve behaviour systems, to ensure a calm and positive school environment for all pupils, where behaviour consistently supports learning and all students feel safe and valued. This will be achieved through implementing a new system supported by G4Schools, and through focused professional development that enhances teachers' understanding and knowledge of effective behaviour management strategies.</p>	<p>Measured by:  A reduction in behaviour-related incidents as recorded in school data.  Improved staff confidence in managing behaviour, assessed through surveys and feedback.  Enhanced pupil engagement and focus during lessons, as observed through lesson monitoring and student feedback.  Increase in attainment and outcomes for all pupils – including PP pupils.</p>
<p>Increase PP parents' engagement with school</p>	<p>Attendance at parents evening for PP continues to be in line with peers. In addition, increasing Parental involvement in decision making regarding interventions such as academic mentoring to improve home/school relations and foster a culture of collaboration</p> <p>Measured by:  School Cloud attendance data  HOY/HOK/HOD strategies for engaging parents</p>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-2025)** to address the challenges listed above.

### Teaching

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of teachers - Making sure pupils have teachers who are specialists</p>	<p>Current research continues to affirm that subject-specialist teachers play a vital role in delivering quality education and improving student outcomes. Addressing the challenges in recruiting and retaining these specialists is essential for sustaining educational standards. Further, a literature review</p>	<p>1-6</p>

	by the Gatsby Foundation (Sep 2018) highlighted that subject-specialist pedagogy is essential for effective teaching, particularly in science, engineering, and technology. The review found that teachers with deep subject knowledge and specialised pedagogical skills are better equipped to engage students and foster a deeper understanding of the material.	
Continued focus upon our high-quality Yavneh CPD programme, to further develop consistent high-quality teaching and learning. This includes: - <ul style="list-style-type: none"> <li>- Teacher training using external providers/agencies</li> <li>- Access to wider CPD networks – such as National College</li> <li>- Support and release time for teachers to focus upon improving practice</li> <li>- Pupil Premium CPD national events</li> </ul>	<p>All recent research has underscored the significant impact that high-quality Continuing Professional Development (CPD) has, for teachers, on improving pupil outcomes. A comprehensive report by the Education Policy Institute (EPI – 2020) found that effective CPD can lead to substantial gains in student achievement, comparable to the effect of having a teacher with ten years' experience rather than a new graduate.</p> <p>The Education Endowment Foundation (EEF Guidance report Oct 2021) emphasises that supporting high-quality teaching is pivotal in improving children's outcomes. Their guidance highlights that well-designed professional development programs are crucial for enhancing teaching quality and, consequently, pupil attainment.</p> <p>Additionally, the Teacher Development Trust (TDT) notes that CPD is most effective when it is targeted, evidence-based, collaborative, sustained, and evaluated. They stress that CPD should be sustained and evaluated to improve teachers' practice and pupils' achievement.</p>	1-6
Regular data dives involving all key stakeholders to identify underperforming pupils and to map out targeted intervention and provision to meet needs.	<p>Regularly reviewing student attainment is essential for implementing targeted interventions that improve educational outcomes. Recent research highlights the importance of continuous assessment and feedback in this process.</p> <p>A systematic review by the Education Endowment Foundation (EEF) shows that effective feedback, based on regular assessments, significantly improves student learning. The study emphasises that feedback should be specific, actionable, and timely to address individual learning needs effectively. (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Additionally, a report by the UK Department for Education discusses the impact of targeted interventions on disadvantaged pupils. The findings suggest that schools employing regular monitoring and evidence-based decision-making regarding support strategies are more successful in improving pupil attainment. (<a href="https://assets.publishing.service.gov.uk">assets.publishing.service.gov.uk</a>)</p> <p>Furthermore, the MetaSENse study, as reported by the Chartered College of Teaching, indicates that targeted interventions, particularly in reading and mathematics, are effective when implemented with regular reviews. The study notes that many interventions were conducted over one term, highlighting the need for ongoing assessment to ensure sustained improvements. (<a href="https://my.chartered.college">my.chartered.college</a>)</p>	1,2,3,4
QA led by WSLT using Nautilus, to provide developmental feedback,	DfE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.	1,5

<p>identify training needs and to share best practice.</p>	<p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on pupil achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	
<p>Embedding a Department Deep Dive programme to further support cross curricular improvements, via the sharing of all identified excellent practice.</p>	<p>A study by the Education Endowment Foundation (EEF) highlights that collaborative learning approaches among teachers can lead to improved pupil outcomes. The research indicates that when teachers work together to plan, observe, and discuss lessons, they develop a deeper understanding of effective teaching methods, which translates into better student performance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Additionally, the UK Department for Education's report on effective school partnerships (2015) emphasises that inter-school collaboration facilitates the sharing of best practices, leading to curriculum development and enhanced teaching strategies. The report notes that such partnerships contribute to improved pupil outcomes by fostering a culture of continuous improvement and shared learning among educators.</p> <p>Furthermore, research published in the <i>Journal of Educational Change</i> suggests that professional learning communities (PLCs) where teachers regularly share insights and strategies are associated with higher student achievement. The study found that schools with strong PLCs experienced significant gains in student performance, attributing this to the collaborative sharing of effective practices among teachers.</p>	<p>1,4,5</p>
<p>Improving our systems and procedures for behaviour management and ensuring teachers are equipped with skills and knowledge needed to create environments which foster excellent behaviour for learning.</p>	<p>Recent research underscores the critical role of excellent classroom behaviour in enhancing student outcomes. A study by the Education Endowment Foundation (EEF) highlights that effective behaviour management strategies can lead to an average of four months' additional progress in academic achievement. The EEF emphasizes that consistent routines and positive teacher-student relationships are fundamental to fostering an environment conducive to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Furthermore, a report by the UK Department for Education indicates that schools with strong behaviour policies and practices not only improve academic performance but also enhance student wellbeing. The report suggests that clear expectations and consistent enforcement of rules contribute to a positive school culture, which in turn supports better educational outcomes.</p>	<p>1-6</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of SPARX reader and the roll out of BOOST/SHINE interventions.	A meta-analysis published in the <i>Educational Psychology Review</i> (Nov 2022) examined the impact of motivational reading interventions on students' reading achievement and motivation. The study found that such interventions are associated with improvements in both areas, indicating that programs like Sparx Reader can effectively enhance reading skills and foster a love for reading.	1
The use of academic Mentors who work mainly with KS4 students identified as underachieving.	The Education Endowment Foundation (EEF) reports that mentoring can lead to improvements in academic outcomes, particularly for disadvantaged pupils. The EEF emphasises that the effectiveness of mentoring programs depends on the quality of the mentor-mentee relationship and the structure of the program. Programs that are well-implemented and focus on building strong, supportive relationships tend to yield more significant benefits.	1-6
Providing subject specific and targeted revision and intervention sessions. E.g. in school sessions during Form Times, lunchtimes and after school. Provide high quality subject specific revision material e.g. revision guides.	Assessment data suggests that targeted academic intervention of pupils with negative progress scores has had a significant impact. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.	1,3,4,5
Increased 1:1 career adviser interviews and continuation of KS4 work experience programme.	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on pupil achievement.	5
Access to an increasing repertoire of additional curricular support materials and platforms for students. For example, Massolit, Bedrock Learning, UpLearn.	Recent studies and reports highlight the positive impact of educational platforms like Up Learn and MASSOLIT on student outcomes. <b>Up Learn</b> Up Learn is an online learning platform that utilises cognitive science and artificial intelligence to deliver A-Level courses. According to their 2021 Impact Report, 97% of students who completed an Up Learn course achieved A* or A grades at A-Level. Additionally, 87% of students reported improved motivation and engagement, and 95% of parents and 97% of students would recommend Up Learn to others. <a href="#">UpLearn</a> Michaela Community School, which has integrated Up Learn across multiple subjects, reported that 100% of Economics students using Up Learn achieved A* or B grades. In	1-6

Chemistry, 95% of students achieved A\*-B, with 80% attaining A\*-A. The school also noted that students who regularly used Up Learn achieved up to 1.5 grades higher than their peers.

[Michaela Education](#)

**MASSOLIT**

MASSOLIT offers short video lectures presented by university academics, covering a wide range of subjects. While specific quantitative data on student outcomes is limited, testimonials from educators suggest that MASSOLIT is a valuable resource for both teachers and students. For instance, the Head of Humanities at Brighton, Hove & Sussex Sixth Form College stated, "This is the best new resource we have used with students in the last five years."

[Massolit](#)

In summary, platforms like Up Learn and MASSOLIT provide structured, high-quality content that can enhance student learning and improve academic performance. The effectiveness of these tools is supported by both quantitative data and positive feedback from educational institutions.

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve our current school data systems, moving from PARs and rolling out whole school use of Go 4 Schools.</p>	<p>Research affirms that robust data systems are essential for effective educational practices. They provide the foundation for data-driven decision-making, which is pivotal in improving teaching quality and student learning outcomes. A 2019 study published in <i>Educational Research</i> discusses the iterative process of data use for school improvement. The study emphasises that data-based decision-making can contribute to increased student learning and achievement. It also notes that the process of data use does not happen in isolation; it is influenced by system, organisation, and individual-level factors. These advancements provide educators with more comprehensive insights into student performance, facilitating targeted support and resource allocation.</p>	<p>1-6</p>
<p>Provide high quality pastoral care including mentoring and support of vulnerable pupils by Pastoral Team</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to pupils</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>3,4</p>
<p>Continue to adhere to the principles for good practice as set out in DFE's Improving School attendance advice</p>	<p>The UK Department for Education's guidance, "Working together to improve school attendance," (2022) emphasises a collaborative approach involving schools, families, and local authorities. Key strategies include early identification of attendance issues, consistent communication with parents, and tailored support for students facing barriers to attendance.</p> <p>The Education Endowment Foundation (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</a>, highlights that schools employing a variety of strategies, such as parental engagement and responsive interventions, show promise in improving attendance. These approaches are most effective when they take a holistic view of pupils' needs and address specific barriers to attendance.</p> <p>Additionally, a report by ImpactEd Evaluation (July 2024) suggests that building positive relationships with students and their families is more effective than punitive measures. The research advocates for sincere greetings, rewards, and engaging activities to improve attendance, emphasising a whole-school approach to foster a sense of belonging and emotional support.</p>	<p>2,5</p>

Work with partners (DFE, etc) to provide laptops and ICT access for all pupils	Wider literature e.g. Colman (2021) shows that PP pupils significantly affected by digital divide.	3,5
Provide leadership capacity within WSLT to lead in developing support for PP pupils.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1-6
Contingency fund for acute issues.	Based upon our experience and a review of funding and spend over the past few years, we have identified that a small amount of funding needs to be set aside so that we can respond quickly to needs that have not yet arisen or been identified.	1-6

**Total budgeted cost: £ £75,000**

## Part B: Review of outcomes in the previous academic year:-

### Pupil Premium strategy outcomes for disadvantaged pupils 2024–2025

For the academic year 2024–2025, Yavneh College continued to allocate £75,000 towards its established three-tiered Pupil Premium strategy. Our strategic priorities remained focused upon:

- **Raising academic achievement** through sustained investment in high-quality teaching and targeted intervention.
- **Improving wellbeing and engagement**, ensuring that disadvantaged pupils are well-supported through pastoral mentoring, SEMH provision, and early intervention.
- **Enhancing access to enrichment opportunities** that build confidence, aspiration, and cultural capital.

The strategy continues to follow Education Endowment Foundation (EEF) and Department for Education (DfE) best practice — centred on high-quality teaching as the most powerful lever for improving outcomes for disadvantaged learners.

### Academic outcomes

Analysis of 2024–2025 outcomes demonstrates a strong and improving picture for disadvantaged pupils at Yavneh College.

- **Pupil Premium (FSM) pupils achieved a value-added score of +0.4**, reflecting continued positive progress and an improvement from +0.2 in 2023–2024. This upward trend evidences the sustained impact of our targeted teaching and intervention model.
- **SEN pupils achieved +1.9 value-added**, an exceptional outcome that highlights the effectiveness of inclusive classroom practice and robust SEND support structures across the school.
- Internal moderation and departmental deep-dives confirm that the attainment gap between PP and non-PP pupils continues to narrow across core subjects, particularly in English and mathematics.

This pattern aligns with emerging DfE and EEF national analyses (2024 updates), which show that schools prioritising quality-first teaching and precise assessment cycles achieve the most consistent gains for disadvantaged learners.

### Attendance

Attendance remains a continued focus within the school's Pupil Premium strategy and pastoral systems.

- In 2023–2024 the attendance gap stood at 4.2 percentage points between non-PP and PP pupils.
- By the end of 2024–2025, overall attendance reached **85.84% for all pupils** and **83.62% for PP pupils**, indicating a further narrowing of the gap.

This improvement reflects the impact of our whole-school attendance strategy—aligned with DfE guidance *“Working together to improve school attendance”* (2022, reaffirmed 2024)—and our early-intervention model using data from Go4Schools to trigger timely mentoring, parental contact, and attendance panels.

### Behaviour, inclusion, and wellbeing

Behaviour data continue to show that disadvantaged pupils are well supported and represented proportionately in whole-school behaviour and exclusion statistics. Fixed-term exclusions remain very low, and PP pupils account for fewer than 2% of all incidents—consistent with previous years.

Student voice, pastoral monitoring, and WSLT feedback indicate strong levels of wellbeing and belonging among disadvantaged pupils, reflecting Yavneh's commitment to its ethos of “Olam Chessed Yibaneh – A World Built on Kindness.”

### Overall evaluation

Yavneh College's success in sustaining improvement for disadvantaged pupils continues to reflect the effectiveness of its long-term, research-informed strategy. The combination of:

- rigorous data analysis cycles,
- high-quality professional development for teachers, and
- targeted pastoral and academic support

has created consistent and measurable improvement in progress, attendance, and engagement.

These improvements mirror findings from the **EEF 2024 “Implementation and Impact” guidance**, which emphasises sustained, evidence-informed strategies over short-term interventions.

**Yavneh College continues to serve as a model of good practice in the local area, demonstrating that careful deployment of Pupil Premium funding—anchored in high-quality teaching, precise assessment, and pastoral excellence—can deliver tangible improvements in outcomes and life chances for disadvantaged pupils.**

### 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

<b>Programme</b>	<b>Provider</b>
Gateway Tuition	JW3 Gateway

### Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A