

# Pupil premium strategy statement – Yeo Valley Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                               | Data                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Number of pupils in school                                                                                                                                                           | 199                    |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                      | 49.1%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2025/2026 to 2027/2028 |
| Date this statement was published                                                                                                                                                    | Jan 2026               |
| Date on which it will be reviewed                                                                                                                                                    | July 2026              |
| Statement authorised by                                                                                                                                                              | Jonathan Bishop        |
| Pupil premium lead                                                                                                                                                                   | Louise Miller          |
| Governor / Trustee lead                                                                                                                                                              | Lorwyn Randall         |

## Funding overview

| Detail                                                    | Amount   |
|-----------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year       | £121,550 |
| Pupil premium funding carried forward from previous years | £0       |
| <b>Total budget for this academic year</b>                | £121,550 |

# Part A: Pupil premium strategy plan

## Statement of intent

As part of Cornerstone Academy Trust, at Yeo Valley Primary we seek to create and promote a challenging learning environment that inspires children to achieve high standards and become life-long independent learners. We work to set consistently high expectations, build children's confidence and ensure engagement for all. In each of our schools we endeavour to develop creative thinkers, inquisitive questioners and avid problem solvers, with flexible skills, who are successful communicators. All children learn to collaborate effectively at all levels, including working with our international partners, and adapting to the needs of a diverse and ever-changing society. By embracing technology as part of everyday teaching, our schools take a new approach to digital tools, embedding their use within a broad and balanced curriculum. We offer and promote a challenging computational learning environment. The children are taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

Our motto across The Cornerstone Academy Trust (TCAT) is "Fortune Favours the Brave" and our values include individual liberty and respect for other religions and cultures. These are discussed explicitly with the children during assemblies, and they are reinforced during class time.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges:

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.                                                                                                                                                                                                                                                                |
| 2                | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils achieve at a significant lower level than the non-disadvantaged peers.</p> <p>At KS2 only 20% on PP children passed their Reading and Maths SAT examinations. On entry to Reception class in 2024/25, the pass rate is better, with 71% of children achieving ARE for Number and Comprehension. This compares to 84% (Number) and 87% (Comprehension) for non-disadvantaged children.</p> <p>From an early point, there is a difference, which widens over time.</p> |
| 3                | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.                                                                                                                                                                                                                                     |
| 4                | <p>Our attendance data over the last term indicates that attendance among disadvantaged pupils has been 90.71%, compared to 96.61% for non disadvantaged children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                                                                                                                     |
| Improved reading attainment among disadvantaged pupils at the end of KS2.                                      | KS2 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                    |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                          | KS2 maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                      |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>This will be reflected in PASS survey outcomes</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance by 2027/28 demonstrated by the overall attendance rate for all children being at least in line with national average, PP pupils being no less than 93%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced by half, from 6% to 3%.                                                                                                                                   |

## 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: £37,326

| Activity                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>                                                                                                                           | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br/> <a href="#">Diagnostic assessment   EEF</a><br/>           £2548</p>                                                                                                        | 1, 2, 3                       |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>                          | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br/> <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>                   | 1                             |
| <p>Ongoing training around the use of Read Write Inc., a <a href="#">DfE validated Systematic Synthetic Phonics programme</a>, to secure stronger phonics teaching for all pupils.</p>                                                                                        | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br/> <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a><br/>           £748</p>                                                                          | 2,3                           |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> | 2, 3                          |

|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                                                                                                                                                                                                        | <a href="#">Improving Mathematics in Key Stages 2 and 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
| <p>Access to digital resources to support teaching &amp; learning.</p> <p>Use of Teams and OneNote resources to access the curriculum</p> <p>1:1 Access to digital devices to support learning</p> <p>Use of video as tool to support communication and access to wider curriculum</p> | <p>As a national leading organisation in this area, children benefit from a curriculum that is rooted in technology – this is a curriculum that has been identified by Ofsted as Outstanding on multiple occasions.</p> <p>£20,500</p>                                                                                                                                                                                                                                              | 2,3 |
| <p>Employment of specialist teachers working across all Trust schools – across Art, Music, PE.</p>                                                                                                                                                                                     | <p>We know that the single greatest factor in improving the outcomes of disadvantaged children is access to high quality teaching.</p> <p>In this instance, the specialist teaching ensures a high quality access to the wider curriculum, enhancing the cultural capital of children who may not otherwise have access to such experiences. The importance of wider Arts experiences is highlighted by the EEF:</p> <p><a href="#">Arts participation   EEF</a></p> <p>£13,530</p> | 2,3 |

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

Budgeted cost: **£44647**

| Activity                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                             | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>One to one mentoring (KS2) and focused tuition (KS1) for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> | 1, 2, 3                       |

|                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <a href="#">Tutoring: guidance for education settings</a>                                                                                                             | <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a><br><a href="#">Mentoring   EEF</a><br><br>£35,055                                                                                                                                                                                                                        |       |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a><br>£8550 | 2,3   |
| Provision of a Trust employed SALT                                                                                                                                    | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a><br>£1042                                                    | 1,2,3 |

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

Budgeted cost: **£42572**

| Activity                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                 | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Specifically, this is the roll out of "Price Training", the de-escalation and positive control training. | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a><br><br>£605 | 4,                            |

|                                                                                                                                                                                                        |                                                                                                                                                                                                               |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Whole Trust provision of a School Nurse, who can offer high quality social interventions to support inclusion, and who can contribute to teaching specific aspects of the RSE/SRE curriculum,          | Both targeted and universal approached positive impact on children's attendance and welfare,<br><br>£2388                                                                                                     | 4   |
| Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .<br><br>This will involve leadership time to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br>£1222                                                          | 5   |
| Access to wider trips, visits and residential is reduced by 40% for children who qualify for PP funding.                                                                                               | In order to ensure as many children as possible access a host of wide ranging opportunities, we offer a significant discount to qualifying children.<br><br>£7240                                             | 4,5 |
| Purchase of one set of uniform, per annum, for PP children.                                                                                                                                            | To ensure equity of access to school, with a measure of pride and self-respect.<br><br>£185                                                                                                                   | 4,5 |
| Contingency fund for acute issues.                                                                                                                                                                     | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.<br><br>£30,932 | All |

**Total budgeted cost: £124,545**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Evaluation of outcomes at Yeo Valley Primary School (2024–2025), with a focus on disadvantaged pupils

Outcomes at Yeo Valley Primary School present a clear and internally consistent picture of underperformance by the end of Key Stage 2, particularly in reading and mathematics. While there are strengths, most notably in writing progress, these are insufficient to secure strong overall outcomes. Disadvantaged pupils achieve broadly in line with national disadvantaged benchmarks in some areas, but remain significantly behind their peers. The evidence indicates that this is not the result of a single weakness, but rather a cumulative pattern of early disadvantage, insecure foundational skills and reduced continuity of learning over time, compounded by high levels of persistent absence.

#### Context

Yeo Valley operates within a highly complex context, which is essential to understanding the performance profile of the school.

- FSM6 levels are significantly above national
- Cohorts are consistently characterised by:
  - High levels of SEN
  - High levels of disadvantage
  - Low stability in KS2

#### Evaluation

This context strongly suggests that:

- Many pupils enter the school with additional barriers to learning
- Cohorts can be volatile and less predictable

However, while this contextual challenge is significant, the data shows that:

- Some schools with similar contexts achieve stronger outcomes over time

Context explains *risk and challenge*, but does not fully explain the pattern of outcomes seen.

#### Early Years Foundation Stage (EYFS)

- 70% GLD (broadly in line with national)

### **Subgroup variation:**

- PP: 61.5% vs 85.7% (~24pp gap)
- FSM: 58.3% vs 87.5% (~29pp gap)
- SEN: 45.5% vs 100%
- Male: 42.9% vs 84.6% female

Although headline attainment appears broadly in line with national, this masks very significant internal variation. The size of the disadvantage gap (approaching 25–30 percentage points) indicates that:

- Disadvantaged pupils are leaving Reception substantially behind their peers
- This is not marginal — it is structural inequity from the outset

The particularly large gender gap reinforces that:

- Some groups (notably boys) are not accessing or securing early learning as effectively

At the same time, the presence of some strong outcomes (e.g. non-SEN, EAL) shows that:

- The provision is capable of securing high attainment
- But this is not consistently realised across all groups

🔗 Key evaluative point: The issue at Yeo Valley is not weak EYFS provision overall — it is uneven impact, with large gaps already embedded

### **Year 1 Phonics Screening Check**

- 73.1% vs 80.7% national (below)
- PP/FSM: 66.7% (~12pp gap)
- SEN: 53.8% (~38pp gap)
- Male: 66.7% vs 81.8% female

Phonics outcomes represent a critical transitional point, as they indicate whether early gaps are being closed.

Here, the picture is mixed:

- The disadvantage gap reduces from ~25pp (EYFS) to ~12pp
- This suggests some success in early intervention

However:

- Overall attainment remains below national, indicating that:
  - Too few pupils are securing decoding early enough
- The gap, while reduced, is not eliminated

The continued underperformance of SEND pupils reinforces that:

- Early intervention is not consistently effective for the most vulnerable

🔗 Key evaluative point: Yeo Valley demonstrates partial recovery from EYFS gaps, but phonics is not strong enough to securely reset pupils onto an equal trajectory

#### **Year 4 Multiplication Tables Check (MTC)**

- 15.8% achieving full marks vs 48.5% national
- PP / FSM: 0%
- SEN: 0%
- Non-disadvantaged: 27.3%

#### **Interpretation and commentary**

This is one of the most diagnostically important datasets in the school.

The very low proportion of pupils achieving full marks indicates that:

- Core multiplication knowledge is not being secured consistently by Year 4

The fact that:

- No disadvantaged or SEN pupils achieved full marks suggests that:
- Mathematical fluency is particularly fragile for the most vulnerable groups

Even for non-disadvantaged pupils:

- Outcomes remain significantly below national, indicating a whole-cohort issue

🔗 Key evaluative point: This is not just a gap issue — it is a foundational weakness in mathematical fluency, affecting the majority of pupils

#### **Attendance, behaviour and pupil attitudes**

Current attendance:

- ~93.1–93.3% (below national)

Persistent absence:

- 20.5% vs 13.3% national (significantly above)

Disadvantaged attendance:

- Now broadly in line with or above national disadvantaged

### **Interpretation and commentary**

The attendance picture is nuanced, but critically important.

While current attendance suggests:

- A relatively stable position across the school

The IDSR demonstrates that:

- Persistent absence is high and entrenched over time

The fact that disadvantaged attendance is now broadly in line with national suggests:

- The issue is not primarily caused by a single group

Instead:

🔗 The school is experiencing a system-wide attendance challenge, where:

- Large numbers of pupils experience periods of absence
- This reduces continuity of learning across the cohort

🔗 Key evaluative point: Attendance is not a subgroup issue — it is a structural barrier affecting learning over time

### **Key Stage 2 outcomes (Year 6)**

**Combined:**

- 42.9% vs 63.1% national

**Subgroups:**

- PP: 36.4% vs 47.1% (~11pp gap)
- SEN: 30% vs 50% (~20pp gap)

### **Subject-level context**

- Reading: significantly below national
- Writing: broadly in line (strength)
- Mathematics: below national with weak progress

### **Interpretation and commentary**

The KS2 outcomes confirm the culmination of earlier patterns.

Combined attainment is low, but importantly:

- This is not driven by a single weak group
- It reflects whole-cohort underperformance

The relatively smaller PP gap (compared to EYFS) suggests:

- Some narrowing over time

However:

- Both disadvantaged and non-disadvantaged pupils are below national
- This indicates a system-level attainment issue

Reading and maths act as limiting factors:

- Reading — linked to earlier phonics weakness
- Maths — linked to weak fluency (MTC)

Writing stands out as a strength:

- Strong progress suggests effective teaching in this area
- However, this is not sufficient to compensate for weaker subjects

🔑 Key evaluative point: KS2 outcomes are the logical end-point of earlier patterns, not an isolated decline

### **Final evaluation**

Yeo Valley Primary School does not present as a school with isolated weaknesses, but as one with a deeply embedded pattern of cumulative underperformance.

Strengths include:

- Strong writing progress
- Improving disadvantaged attendance
- Positive behaviour culture

However, these are outweighed by:

- Early attainment gaps not closed
- Weak reading and mathematical foundations
- Persistent absence limiting learning
- Declining outcomes by KS2

This demonstrates that early disadvantage is not fully addressed; that foundational skills (phonics, maths fluency) are not secure, gaps are reduced temporarily, but not sustained and that attendance further limits progress

At Yeo Valley, attainment gaps are established early and, while partially reduced in the younger years, are not fully closed. Weaknesses in early reading and mathematical fluency limit pupils' ability to access the wider curriculum, and high levels of persistent absence reduce continuity of learning. As a result, outcomes decline over time, leading to below-national attainment at the end of Key Stage 2, particularly in reading and mathematics.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |