

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Pewsey Vale School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	22%
Proportion (%) of service premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Neil Pritchard, Head teacher
Pupil premium lead	Joe Lewis Disadvantaged Pupil Lead
Governor / Trustee lead	Tracy Richards, Chair of Governing Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,815
Recovery premium funding allocation this academic year	£29,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£107,060</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

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:

- staff our curriculum to ensure smaller classes so that staff and student ratios are as low as possible.
- 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	<p>Reading (decoding, comprehension accuracy and comprehension speed) is our largest disadvantage area across the school. Affecting all pupils, and not simply those who are financially disadvantaged. Fluency and accurate comprehension is a global disadvantage that affects all subjects and is therefore a whole school priority to narrow gaps and improve outcomes in this area.</p> <p>25% of year 8 and 26% of year 9 have an identified issue with either decoding or comprehension accuracy.</p> <p>In years 10 and 11, the issue is presented in comprehension speed with 62% of year 10 and 60% of year 11 accurately comprehending within the expected time frame for their age.</p>
2.	<p>As a small rural school one of our potential challenges is the recruitment of quality qualified specialists within the core subjects. In order to close the gap regarding attainment and progress, we need to mitigate against this barrier and consider strategic ways to recruit additional teachers.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils had been impacted by current social economic issues to a greater extent than for other pupils. These findings are backed up by several national studies. This has compounded the issues that were caused by previous lockdowns.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, and in their ability to be resilient and manage social interactions and disagreements.</p>
5	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-</p>

	<p>esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There is now a larger number of students who require early help intervention, as well as more robust support from outside agencies over the past few years.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 7% lower than for non-disadvantaged pupils within the same cohort.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7.	<p>Analysis of the 2021/2022 Y11 results showed a significant difference in attainment and progress of the DP students. Therefore, we need to give additional support/targeted intervention for this group where appropriate.</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
<p>Improved reading comprehension among pupils (including disadvantaged pupils)</p> <p>To continue robust testing to ensure we are able to apply the correct therapy to the diagnostic for future cohorts</p>	<p>Improved scores for decoding, reading comprehension accuracy and reading comprehension speed with identified individuals</p> <p>Improved understanding of Tier 2 language within a range of contexts across the school</p> <p>Reading strategies to be cascaded and improve reading speed will be embedded and enhancing understanding and reading speeds</p> <p>Improved confidence for reading aloud in classrooms and to a range of adults</p> <p>Teachers should also have recognised this improvement through engagement in lessons, fluency and book scrutiny.</p>
Improved outcomes	Additional staffing to offer smaller classes and allow intervention, where necessary. Students are confident with their understanding of previously missed content. This leads to improved outcomes for learners.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing 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 increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence target for all pupils being above 95% for any student.</li> <li>• To reduce the attendance gap between disadvantaged and non-disadvantaged pupils in all year groups, to return to data from 2018/19 where the gaps are negligible across all year groups.</li> </ul>

## 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 estimated cost: £57,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and employment of a Disadvantaged Pupil Lead. This is a leadership role specifically created to support our DP students.	Through Quality Assurance and Governor inspection, early indication suggests significant strategic work has already been undertaken.	2,3,4,
Newly appointed DHT in charge of curriculum and learning has identified those DP students that require specific intervention.	Education Endowment Foundation guidance.	2
UPS payment for two DP champions to mentor KS3 and KS4 students	Direct correlation between staff to pupil ratio and improved performance data.	2, 3
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	1

<p>Training key staff in phonics and decoding training to ensure that early readers have access to the correct support</p>	<p><a href="https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/">https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/</a></p>	<p>1</p>
<p>Continuity of the Show Call programme so that teachers can project reading material and interact with it live within lessons.</p> <p>Employing reciprocal reading techniques when teaching reading to aid comprehension and fluency</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1</p>
<p>Increased staffing in English so that small group teaching and intervention can take place regularly within the school day</p> <p>Including small group teaching for those furthest behind in Year 11 as a result of lockdown</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 7</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Setting up the Mental Health Hub at school so students and families can access early help through a triage service</p>	<p>CAMHS and School Nursing Service.</p>	<p>3, 5</p>

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

Budgeted estimated cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,6
Engaging with our new careers provision including access to independent careers advice and meeting all (if not most) of a Gatesby Benchmark.	Wiltshire Council Careers Hub, employment and skills sector.	2
Regular mentoring and intervention session with DP students regarding academic and pastoral concerns.	Students mental wellbeing and academic mentoring will support their progress within education.	2, 3, 5

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

Budgeted estimated cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Setting up Mental Health Hub within school for early help support and triage for wider services.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>Employing a qualified private counsellor to offer targeted support to individuals</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Contingency fund for acute issues.</p>	<p>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. This funding can be used for sundries, uniform etc.</p>	All

**Total budgeted cost: £107,060**

It is important to acknowledge in addition to the pupil premium budget our school goes above and beyond with the support of anonymous donations made by Governors, Staff and the wider community.

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our validated GCSE results for 2021/2022 show a Progress 8 gap of -0.44 for our DP students. This was mirrored by their attainment in English and maths. Although there were contributing factors to this data, such as some DP students on our census who did not sit any exams, the general performance of our DP students was not to the standard that the school wanted.

Due to this we have recruited additional teachers in English and maths as well as a DP champion to lead on a focussed strategy to drastically improve these results for 2022/2023. The current internal data is showing a -0.07 gap which is a significant improvement. Following our data capture, detailed analysis and intervention is provided for every DP student.

Overall attendance in 2021/2022 was 92.26%. With DP attendance being 89.99% this left a gap of 2.27%. In 2022/2023 we are focussing on whole school attendance and our DP coordinator is focussing on improving the DP student's attendance.

Our Wellbeing and Mental Health services were regularly accessed by a variety of DP students for support. 21% of the Y11 cohort accessed these services which helped to support attendance and mental wellbeing. Other services used included external counselling, Barnardo's, GP referrals and CAMHS. Professional, student and parent feedback were very positive with regard to the support provided.

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up after school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly lunch meeting for children who have a parent deployed. This supports friendships between service pupils. In addition, there is a larger 'forces children' meeting where all students are invited where friendships and understanding can be developed.

	<p>Two dedicated members of staff are available to support service pupils with anxiety and loss when a family member is deployed.</p> <p>Students in this cohort are familiar with one another and act as a support group outside of meeting times.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.</p> <p>Service children meetings have enabled a culture of support with these families and individuals within the school.</p>

