# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Pewsey Vale School  |
| Number of pupils in school  | 362 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Proportion (5) of service premium eligible pupils  | 15%  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Neil Pritchard, Head teacher |
| Pupil premium lead | Kirsty Protheroe, Deputy Headteacher |
| Governor / Trustee lead | Tracy Richards, Chair of governing board |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £82,490 |
| Recovery premium funding allocation this academic year | £12,246 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £94,736 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | 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. 25% of year 7 and 26% of year 8 have an identified issue with either decoding or comprehension accuracy. In years 9 and 10, the issue is presented in comprehension speed with 62% of year 9 and 60% of year 10 accurately comprehending within the expected time frame for their age.  |
| 2 | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English, and English literature with our year 11 cohort  |
| 3 | 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.  |
| 4 | 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-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.There is now a larger number of students who require early help intervention, as well as more robust support from outside agencies since March 2020. |
| 5 | 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. This percentage gap has increased for students in years 9 and 10 with the gap widening to 7% between 2019/20 and 2020/21 from 1% in year 9 to 7% by the end of year 10. By the end of summer 2020, the gap for students in year 9 had risen from 2% when in year 8 to 6% by the end of year 9. There is a negligible gap for students in years 7 and 8 over the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved reading comprehension among pupils (including disadvantaged pupils) in current years 7-10To continue robust testing to ensure we are able to apply the correct therapy to the diagnostic for future cohorts | Improved scores for decoding, reading comprehension accuracy and reading comprehension speed with identified individualsImproved understanding of Tier 2 language within a range of contexts across the school Reading strategy with year 9 to improve reading speed will be embedded and enhancing understanding and reading speedsImproved confidence for reading aloud in classrooms and to a range of adultsTeachers should also have recognised this improvement through engagement in lessons, fluency and book scrutiny.  |
| Improved outcomes as gaps are addressed as a result of lockdowns.  | 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 it supported by homework completion rates across all classes and subjects. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2024/25 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations.
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:* the overall absence rate for all pupils being no more than 90% for any student.
* To reduce the attendance gap between disadvantaged and non-disadvantaged pupils in the upper school, to return to data from 2018/19 where the gaps are negligible across all year groups.
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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 estimated cost: £54,736

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2 |
| Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) 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:[Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:[word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf) | 1 |
| Training key staff in phonics and decoding training to ensure that early readers have access to the correct support  | <https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/> | 1 |
| Purchase of visulisers so that teachers can project reading material and interact with it live within lessons. Employing reciprocal reading techniques when teaching reading to aid comprehension and fluency | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:[Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 1 |
| Increased staffing in English so that small group teaching and intervention can take place regularly within the school dayIncluding small group teaching for those furthest behind in Year 11 as a result of lockdown | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2 |
| Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out via the Compass for Life programme in PSHRE  | 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: [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) | 3 |
| Setting up the Mental Health Hub at school so students and families can access early help through a triage service  |  | 4 |

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

Budgeted estimated cost: £20,000

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| 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: [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 1 |
| 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 disadvantaged, including those who are high attainers.  | Tuition targeted at specific needs and 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/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2 |

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

Budgeted estimated cost: £**20,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Setting up Mental Health Hub within school for early help support and triage for wider services. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.Employing a qualified private counsellor to offer targeted support to individuals  | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:[Cognitive Behavioural Therapy - Youth Endowment Fund](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/)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: [Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 4 |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 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. This funding can be used for sundries, uniform etc.  | All |

**Total budgeted cost: £94,736**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in previous years, with disadvantaged pupils achieving a progress score of -0.01. This compares to a progress score of +0.01 for non-disadvantaged learners in the same cohort. Internal assessments and National Tests enabled all learners to work with their teachers to produce assessments to the best of their ability. However, the data for students in years 10 and below is not as positive, and there are gaps between those who are disadvantaged and others. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.Although overall attendance in 2020/21 was lower than in the preceding 2019/20 and 2018/19, it was higher than the national average. There is a concerning gap for students in years 8-9 and 9-10 between 2019/20 and 2020/21 where the gap for disadvantaged pupils widens from 1-7%. It is important for us as a school to work on this aspect of underperformance, especially as this will directly affect the students ability to have successful outcomes at the end of year 11. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.  |

## Service pupil premium funding (optional)

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