Pupil premium strategy statement – Pewsey Vale School 2023-2026

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2026
Date this statement was published	31/12/2023
Date on which it will be reviewed	1/12/2024
Statement authorised by	Neil Pritchard
Pupil premium lead	Joseph Lewis
Governor / Trustee lead	Tracey Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,940
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£29,830
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*	£116,770

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 excellent progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider all of the challenges faced by disadvantaged pupils, including literacy, attendance, academic progress and wellbeing. The activities we have outlined in this statement are also intended to support the needs of all students, regardless of whether they are disadvantaged or not.

We believe that the disadvantaged gap in education can be closed by high quality teaching and the focus of our work to eradicate the disadvantaged gap is by ensuring we have the highest quality lessons, curriculum and structure of knowledge and ensuring that the attendance for disadvantaged students to these lessons is high so progress is maximised. We will also work to ensure any barriers to accessing lessons are removed.

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 and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We uphold a genuinely inclusive approach, in which all students access all aspects of the school day. We see the removal of barriers to education as our moral obligation. This will help us to ensure all students, no matter their background, can be fully included in all parts of school life. We recognise that there are significant challenges being posed in the community, and part of our work will be on better engaging the local community with our school.

Challenges

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

Challenge number	Detail of challenge
1	At KS4 the attainment and progress of disadvantaged students is generally lower than that of their peers. The gap in P8 for the year 2022-23 is estimated at -0.25. Therefore, we need to give additional support/targeted intervention for this group where appropriate.
2	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 are global disadvantages that affects all subjects and is therefore a whole school priority to narrow gaps and improve outcomes in this area.
3	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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our observations indicate that an increasing number of pupils, including disadvantaged students, are present in school but absent from lessons. As with general attendance, this negatively impacts on pupils' progress.
5	Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of confidence in their abilities. This impacts on their progress in all subjects and limits attainment in assessments.
6	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.

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 in attainment and P8 for Year 11 students in GCSE examinations	Data comparisons of GCSE results to show no gaps between disadvantaged and non-disadvantaged learners
Improved reading comprehension among pupils (including disadvantaged pupils)	Assess students reading abilities; ▪ Research appropriate assessment packages ▪ Test students using LUCID Identify groups and intervention cohorts ▪ Wave 1 – 'Above benchmark' and 'On watch' ▪ Wave 2a – Intervention ▪ Wave 2b – 'Urgent Intervention' Assign & Implement intervention strategies ▪ Wave 1 – Accelerated Reader, Curriculum literacy, reading for pleasure ▪ Wave 2a – Reading volunteers & 'International dyslexia learning' ▪ Wave 2b – 'Toe by toe', 'Corrective Reading' & 'Abigail Steel' programme.
Attendance for disadvantaged students in receipt of pupil premium is in line with students who are not.	Data comparisons of attendance to show no gaps between disadvantaged and non-disadvantaged learners
Lesson attendance for students in receipt of pupil premium is in line with students who are not	Data comparisons of lesson attendance to show no gaps between disadvantaged and non-disadvantaged learners
Improved confidence and performance in assessments	▪ Qualitative data from observations/discussions with students about examinations

among disadvantaged students across all subjects	▪ Improved progress in "Sticky" assessments for disadvantaged learners, in line with non-disadvantaged learners.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing 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.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £81,940

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.	The lead pupil premium co-ordinator is a role that ensures that all stakeholders are held to account and continue to hone provision for disadvantaged learners.	1, 3, 4, 5, 6
Quality first teaching through the "Pewsey Vale Way" and its preferred pedagogies -Staff CPD	Consistent start to lessons improves behaviour for learning and maximises lesson time. Testing of the core knowledge, linked to homework, supports spaced learning and the testing effect to improve knowledge. "What happens in the classroom makes the biggest difference, good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018).	1, 4, 5, 6

	"Developing high-quality teaching most benefits disadvantaged students" (DfE, Pupil Premium report). Teach Like a Champion 3.0 (Lemov 2021)	
Whole school "Sticky" learning assessment & feedback system focussing on core knowledge required for the curriculum	Observations and discussions with both disadvantaged and non-disadvantaged pupils have shown a lack of confidence in their subject knowledge and therefore their performance in assessment. A trial of "Sticky" assessments in the Mathematics department in 2022-23 showed an increase in confidence and performance from students and more informed teaching and curriculum development as a result of assessment analysis.	1, 5, 6
"Enrichment" lesson once per fortnight	The term 'non-cognitive skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. Non-cognitive skills are increasingly considered to be as important as—or even more important than — cognitive skills or IQ in determining academic and employment outcomes. Indeed, there is now growing attention from policymakers on how such 'character' or 'soft' skills can be developed in children and young people. The impact of non-cognitive skills on outcomes for young people (2013)	3, 4, 6

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

Budgeted cost: £29,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for students in the early stages of reading.	Assess students reading abilities; - Research appropriate assessment packages - Test students using LUCID Identify groups and intervention cohorts - Wave 1 – 'Above benchmark' and 'On watch' - Wave 2a – Intervention - Wave 2b – 'Urgent Intervention' Assign & Implement intervention strategies - Wave 1 – Accelerated Reader, Curriculum literacy, reading for pleasure - Wave 2a – Reading volunteers & 'International dyslexia learning' - Wave 2b – 'Toe by toe', 'Corrective Reading' & 'Abigail Steel' programme. EEF literacy passed interventions	1, 2, 5, 6
Pupil Passports (For all, initially SEN and DP)	Observations and discussions with SEN pupils and teachers of SEN students have shown the effectiveness of one page profiles in the SEN department. Halton Children's Trust	1, 4, 5, 6
UPS payment for two DP champions to mentor KS3/4 students	Direct correlation between staff to pupil ratio and improved performance data.	3, 4, 6
Revision resources	Observations and discussions with students and parents have shown us this is necessary in some instances to ensure a student's family financial situation is not a barrier.	1, 5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Each day of attendance (or absence) counts, and pupils from disadvantaged households are more significantly negatively impacted by absence from school. Supporting all students to be in school, particularly those from disadvantaged backgrounds, needs to be forefront in what we do day to day School absence and pupil achievement (2020)	3, 4
Uniform and equipment	A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons. Improving behaviour in school (2019)	3, 4, 6
Subsidised curriculum trips, visits and workshops to ensure no disadvantaged student is unable to access an opportunity	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Aspiration Interventions (2021)	1, 5, 6

Total budgeted cost: £116,770

# Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Validated GCSE results for the year 2022/2023 show a gap of **-0.35** for disadvantaged students in comparison to their non-disadvantaged peers for Progress 8. This is a reduction of the gap from the year 2021/2022, which stood at -0.44. Whilst not reduced as much as intended, the movement is in the desired direction. In core subjects, the gap was lower again, -0.2 for English P8 and -0.12 for Maths P8. This has highlighted successes in the approaches taken to support disadvantaged students in these subjects.

Statistics published by the FFT data education lab (**graphic right**) show that the national gap between disadvantaged and non-disadvantaged pupils is far wider than the schools -0.35.

Results showed a large gap in A8, but this was expected due to the average ability level of the cohort. Current internal data estimates a current P8 gap of -0.18 and a

Progress 8 by pupil characteristics, 2023
(Numbers of pupils in thousands in brackets)

predicted P8 gap of -0.25 for the end of the academic year. The target is to reduce this gap to below -0.1 by Spring 2024 and to 0 by the end of the year.
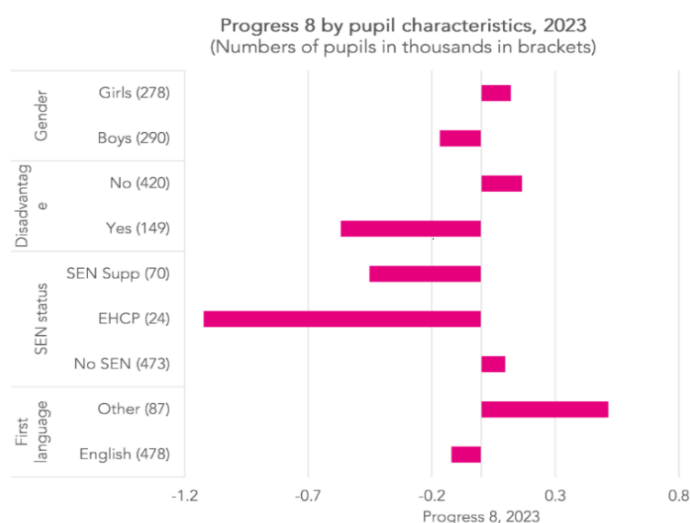
	Overall absence rate		
	2018/19	2020/21	2021/22
FSM-Eligible	7.5%	7.8%	10.8%
FSM-Not eligible	4.2%	3.7%	6.5%

Attendance data for 2022/2023 indicated a gap of -1.56%, down from a gap of -2.27%, an improvement of 0.71%. Whilst this gap has closed, the final reported figure for disadvantaged students was 89.1%, down from 89.9% the previous year. Attendance of Non-disadvantaged for 2022/2023 sits at 90.62%, down from 92.26%. A series of factors affecting this figure have been made apparent through analysis and this will remain a focus for the year 2023/2024.

Attendance statistics taken from a House of Commons report indicate a national gap of -4.3% between FSM and non-FSM eligible students for the previous year, averaging -3.9% for the last three years, so comparatively the school is in a good position, however we intend to see this gap closed entirely. The current attendance gap for 2023/2024 is -1.43%, with a target of closing this to below -0.9% by Spring 2024.