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	342
Proportion (%) of pupil premium eligible pupils	33.6%
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	31/12/2024
Date on which it will be reviewed	1/12/2025
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	£94,500
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*	£94,500

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 through high quality teaching and the focus of our work to eradicate the disadvantaged gap is based on ensuring we have the highest quality lessons, curriculum and structure of knowledge. We intend to maximise attendance for disadvantaged students to these lessons so that rapid progress can be achieved. 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 internal progress gap for the year 2024-25 is estimated at -0.87. 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.	Comparisons of attendance to school data 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	Internal data comparisons of lesson attendance to show no gaps between disadvantaged and non-disadvantaged learners
Improved confidence and performance in assessments among disadvantaged students across all subjects	Improved progress in "Sticky Assessments" for disadvantaged learners, in line with non-disadvantaged learners. Qualitative data from observations/discussions with students about examinations

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: £66,310

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). "Developing high-quality teaching most benefits disadvantaged students" (DfE, Pupil Premium report). Teach Like a Champion 3.0 (Lemov 2021)	1, 4, 5, 6
Whole school "Sticky" Assessment &	Observations and discussions with both disadvantaged and non-disadvantaged pupils have shown a lack of confidence in their subject	1, 5, 6

	knowledge and therefore their performance in assessment. Successful further trials in multiple subject areas in the Year '23-'24 have led to "Sticky Assessments" becoming a required part of practice across the school, under the management of the Lead Pupil Premium Co-ordinator.	
Feedback system focussing on core knowledge required for the curriculum		
"Lunchrichment"	Findings from research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing. An Unequal Playing Field (Social Mobility Commission 2019)	3, 4, 6

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

Budgeted cost: £24,140

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	1, 2, 5, 6

	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	
Pupil Passports (For all, initially SEN and PP)	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
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: £4050

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	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	1, 5, 6

| disadvantaged student is unable to access an opportunity | intervening to change the aspirations themselves.

Aspiration Interventions (2021) | |

Total budgeted cost: £94,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Validated GCSE results for the year 2023/2024 show a gap of **-0.27** for disadvantaged students in comparison to their non-disadvantaged peers for Progress 8. This is a reduction of the gap from the year 2022/2023 of -0.35 and from 2021/2022, which stood at -0.44. Whilst not reduced as much as intended, the movement is in the desired direction for a second consecutive year.

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 -0.27. National data for the year 2023/2024 is not available at the time of writing, early indicators are that the National Gap has closed, but only marginally.

Progress 8 by pupil characteristics, 2023
(Numbers of pupils in thousands in brackets)
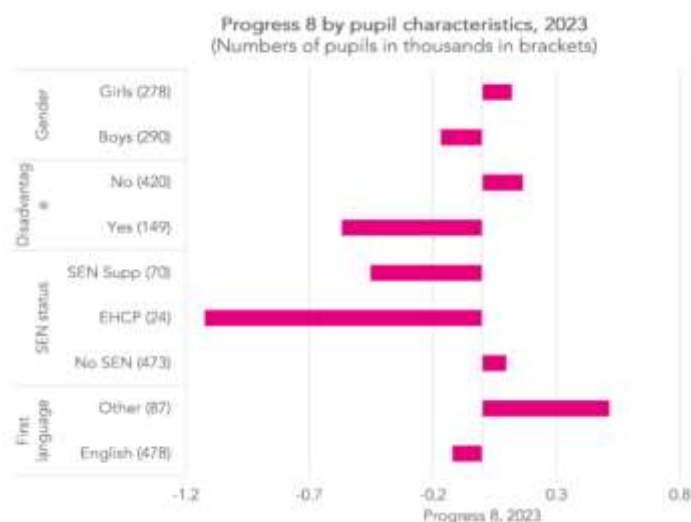
Attendance data for the year 2023/2024 indicates, on completion of Year 11, a percentage gap of **+0.6%** for disadvantaged students vs non-disadvantaged students. The final figure for disadvantaged attendance was 89.2%, a minor increase of **0.1%** for the previous year. This figure is above the National average, which was reported at 82.9% at the same point in time.

Whilst the gap of the previous year (-1.56%) has been successfully closed in line with target, this is more in part to a decrease in attendance of non-disadvantaged students than the desired increase in attendance of disadvantaged students. Analysis of the context identified further areas of consideration which will be looked at in the academic year 2024/2025.

Early indications for the next Year 11 cohort are mixed. This group completed the year 2023/2024 with an overall percentage attendance of 82.4%, a gap of -6.8%, but as of December 2024 this figure has improved to 87.9%, with a gap of -3.8%, above the National average, reported at 85.3% for the same point in time.