# 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 | Fir Vale School |
| Number of pupils in school  | 1027 |
| Proportion (%) of pupil premium eligible pupils | 59.49% |
| 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 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Rachel Smith Headteacher |
| Pupil premium lead | Kieran Dobrowolski, Assistant Headteacher |
| Governor / Trustee lead | Richard Edwards, Vice Chair of Governing Body |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £626,460 |
| Recovery premium funding allocation this academic year | £175,356 |
| 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 | £801,816 |

# Part A: Pupil premium - Statement of intent

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| At Fir Vale Academy Trust, it is our aim to provide students from all socio-economic backgrounds with the tools to lead successful lives when they leave us. This includes giving them the opportunity to achieve well academically, but also prioritising their personal development and ability to access learning through reading. In September 2022, 68% of students in KS3 had reading ages lower than 11 years old, and a significant number below 5 years of age. The school also has a significant number of students new to the country with little or no English. We have an extremely diverse cohort that includes large and varied ethnic groups, and this means we tailor our approach to helping them make progress accordingly. Our school is unique, and the social/cultural make-up of our students demands careful planning and consideration. The strategies we implement are designed to help all students become socially cohesive, well-rounded people, as well as successful learners. We have prioritised curriculum changes, and invested in adapting what we do for students in a way that gives them new learning experiences whilst increasing their ‘cultural capital’. We have also acknowledged the need to create more bespoke learning routes for our most disadvantaged students, in order to improve literacy across not only that cohort, but also the whole school. We appreciate the need for our students to build aspirations outside of their local community, and have a better understanding of the opportunities that are available to them. Lockdown/Covid hit students and families experiencing deprivation much harder than their counterparts, and we have addressed this need accordingly. Our strategies around being Trauma Informed’, multiple literacy strategies and our staff student ratios are working, and we are committed to relentlessly driving these forward.  |

## 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 | The literacy levels, and reading ages of our disadvantaged students are significantly lower than that of their peers, as seen from NGRT tests done throughout the year. The reading ages of our Y7 & 8 students in particular, are lower than their chronological age. A high proportion of our disadvantaged students use English as an additional language, and school closures have meant their use of English has been reduced.  |
| 2 | The number of disadvantaged students that have SEND is greater in relation to their peers, and the complexity of need has created a need for smaller class sizes, or more bespoke learning journeys.  |
| 3 | It is widely acknowledged that students from disadvantaged backgrounds have been impacted by partial school closures to a greater extent than other students, and in our context, this has created a need to improve social cohesion, and invest in the cultural capital of those students.  |
| 4 | Our observations and conversations with disadvantaged students and their families have shown that they are often dealing with a range of social and emotional issues, which have also been exacerbated by school closures. These include anxiety, depression, low self-esteem and a general lack of engagement.  |
| 5.  | The attainment of our disadvantaged students is lower than that of their peers in our last set of published results. |
| 6.  | The attendance of our disadvantaged students is 85.2 as opposed to 87.7 for their peers.  |

##  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 |
| 1.Improve reading ages and literacy levels for disadvantaged students, with a long term aim of higher attainment at GCSE | In year reading tests to show improved reading ages, and a greater number of students at KS3 with a reading age within 6 months of their actual age.  |
| 2. SEND students from disadvantaged backgrounds to engage more actively in their learning and enjoy a more suitable learning experience. | Improved Attitude to Learning scores for disadvantaged students with SEND, and a narrowing in the gap between the attainment of Y11 disadvantaged students with SEND and their peers. An increase in disadvantaged students with SEND receiving recognition for positive contributions and good engagement with learning.  |
| 3. Improved social cohesion across school, a wider range of activities and experiences offered.  | Increased participation in extracurricular activities for disadvantaged students, and qualitative data including student voice and teacher observations of cultural mixing. A reduction in referrals/exclusions for interracial aggression. |
| 4. Improved emotional wellbeing across school, including disadvantaged students. | An increase in disadvantaged students receiving recognition for positive contributions. An improved emotional landscape for disadvantaged students, shown by teacher observations, monitoring by our internal intervention structures, and engagement with enrichment/extracurricular activities.  |
| 5. Improved attainment for disadvantaged students  | A reduction in the P8 gap for disadvantaged students and their peers shown in GCSE results 2022. |
| 6. Increased attendance for PP | Increased attendance and punctuality for disadvantaged student  |

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

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| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Costings | Challenge number(s) addressed |
| Investment in NGRT reading assessments across school  | EEF – Improving literacy in Secondary Schools  | £6,000 |  |
| Flash Academy implementation | EEF – Improving literacy in Secondary Schools  | £2,000 |  |
| Reduced class sizes for students with complex needs | EEF – SEN in Mainstream Schools | £181,816 |  |
| Increased staffing for Behaviour Support for students with complex needs | Trauma informed training / research principles | £295,227 |  |
| Employ / retain Roma support workers.  | EEF – SEN in Mainstream Schools  | £44,251 |  |
| Curriculum resources |  | £104,000 |  |

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

Budgeted cost:

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| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Costings | Challenge number(s) addressed |
| Staffing and creation of the ‘Literacy Hub’. Bespoke ‘New to English’ group teaching and reading groups tackling the most extreme literacy challenges.  | EEF – Improving literacy in Secondary Schools | £102,522 |  |
| ‘Huntington Research’ interventions from Lead Practitioner | Research based project / Huntington  | £1,000 |  |
| Half – term / weekend academic interventions / support groups including academic interventions and enrichment activities.  | EEF – Teacher Feedback recommendations  | £10,000 |  |
| TFTF Mentoring project  |  | £5,000 |  |

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

Budgeted cost:

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| --- | --- | --- | --- |
| Activity | Evidence that supports this approach |  | Challenge number(s) addressed |
| Electives curriculum implemented, broad range of experiences made available to all students   | General principles of ‘Cultural Capital’  | £25,000 |  |
| Whole school attendance reward trip |  | £10,000 |  |
| Full school uniform for all new students |  | £15,000 |  |

**Total budgeted cost: £50,000**

# 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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| The number of PP student’s with a reading age above their chronological age grew significantly in Year 7 and year 9.For disadvantaged SEND students, ATL (Attitude to Learning) scores improved in all year groups when compared to the previous academic year, apart from in Y11 where they were the same. In KS3 this was by over half a grade.

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|  | **A1 (2020-21)** | **A2 (2020-2021)** | **A1 (2021-2022)** | **A2 (2021-2022)** |
| Year 7 | 2.22 | 2.7 | 2.02 | 2.12 |
| Year 8 | 2.25 | 2.83 | 2.1 | 2.13 |
| Year 9 | 2.25 | 2.76 | 2.17 | 2.16 |
| Year 10 | 2.24 | 2.63 | 2.43 | 2.5 |
| Year 11 | 2.39 | 2.34 | 2.38 | 2.34 |

There was a reduction in referrals/exclusions for interracial aggression and a significant reduction in aggression and violence between different ethnic groups. Racism remains infrequent as does peer on peer abuse and bullying. Most children say they feel safe in school. The atmosphere at social times is calm and more cohesive. Reduction of 1.93% in gap between Whole school PP and Non PP attendance compared to last year.Increase of 2.76% for PP attendance in comparison to last year.4.55% improvement in Roma PP attendance compared to last year.1.55% improvement in Non Roma PP attendance compared to last year.3% reduction in gap between Roma PP student attendance and Non Roma PP student attendance in comparison to last year.The P8 gap between PP students and all students reduced from 0.37 to 0.27 |