

## 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

Detail	Data
School name	Fir Vale School
Number of pupils in school	993
Proportion (%) of pupil premium eligible pupils	59.86
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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

Detail	Amount
Pupil premium funding allocation this academic year	£595,920
Recovery premium funding allocation this academic year	£ 90,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£686,400

## Part A: Pupil premium - Statement of intent

- 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 2021, 83% of students in KS3 had reading ages lower than their chronological age 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 has hit students and families experiencing deprivation much harder than their counterparts do, 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.

Challenge number	Detail of challenge
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1	<p>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 &amp; 8 students in particular, are lower than their chronological age.</p> <p>84% of our disadvantaged students use English as an additional language, and school closures have meant their use of English has been reduced.</p>
2	<p>The number of disadvantaged students that have SEND (30%) 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.</p>
3	<p>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.</p>
4	<p>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.</p>
5.	<p>The attainment of our disadvantaged students is lower than that of their peers in our last set of published results, with a P8 score of -0.6 , compared to +0.06 with their peers.</p>
6.	<p>The attendance of our disadvantaged students is 85.6%, as opposed to 92.91% for their peers.</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
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	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.

enjoy a more suitable learning experience.	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: **£595,920**

Activity	Evidence that supports this approach	Costings	Challenge number(s) addressed
Investment in NGRT reading assessments across school	EEF – Improving literacy in Secondary Schools	6,306	1
Flash Academy implementation	EEF – Improving literacy in Secondary Schools	2,000	1
Reduced class sizes for students with complex needs	EEF – SEN in Mainstream Schools	301,561	2

Increased staffing for Behaviour Support for students with complex needs	Trauma informed training / research principles	228,080	
Employ / retain Roma support workers.	EEF – SEN in Mainstream Schools	28,700	3
Curriculum resources		29,333	1,2

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

Budgeted cost: **£90,480**

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	99,187	1
'Huntington Research' interventions from Lead Practitioner	Research based project / Huntington		2
Half – term / weekend academic interventions / support groups including academic interventions and enrichment activities.	EEF – Teacher Feedback recommendations	10,000	5
TFTF Mentoring project		5,000	4

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

Budgeted cost: **£32,000**

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'	7,000	3,4
Whole school attendance reward trip		10,000	6
Full school uniform for all new students		15,000	4

**Total budgeted cost: £742,167**

## 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.

A number of our main aims last year were designed to try to maximise performance Year 11 disadvantaged students, primarily in response to the disruption caused by Covid, and the subsequent school closures. It is hard to fully assess the impact of those interventions without the usual GCSE system, but we performed well with our CAGs, with an increase in attainment of 0.4 for disadvantaged students in 2020, but a dip in 2021 to -0.41. The increased disruption experienced by the 2021 cohort likely being the key factor here.

Reading age increases were celebrated and shared with families, and although the school closures did not allow for a full examination of the impact of all reading strategies, the strategies are embedded.

The electives scheme was set up, and is now running across all year groups.

### Externally provided programmes

Programme	Provider