

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Severn Vale School
Number of pupils in school	1311
Proportion (%) of pupil premium eligible pupils	26.89
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/3 – 2025/6
Date this statement was published	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Richard Johnson, Headteacher
Pupil premium lead	Stefan Horton, Deputy Headteacher
Governor / Trustee lead	Sarah Cockin, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,208.87
Recovery premium funding allocation this academic year	£96,929 (incl In-house Tutoring Grant re expenditure info)
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	£425,137.87

Part A: Pupil premium strategy plan

Statement of intent

At Severn Vale School, we believe that one of our biggest responsibilities is to ensure that we provide the environment and opportunities for all our students to achieve their best.

And whilst this is our overarching goal, we are acutely aware that for some, this journey is more difficult than for others – because they are disadvantaged – materially and/or culturally.

As a result, we want to be the difference that these students need. And we set out to do this in two ways.

Firstly, we endeavour to ensure all our pupils have the best provision – academically, pastorally and culturally. We know that Quality Teaching is the single most important lever that makes the biggest difference academically for any of our students. Ensuring successful recruitment, retention and training of our teaching and support staff therefore remains at the heart of our work. And so does developing our wider strategies for behaviour, attendance, social and emotional support as well as developing cultural capital. Together, these strategies help remove barriers, and provide an environment, ethos and classrooms full of opportunities for all to succeed to the highest level, not matter what their background.

Secondly, we aim to provide targeted support, for all students who need it, but in particular those at a disadvantage. For some, this will be additional and/or targeted academic support and for others it will be pastoral intervention or mentoring. Due to our tracking and monitoring systems, this will be where it is needed most.

Finally, we use support strategies and interventions that we know are based in evidence and work. We use the work of the Education Endowment Foundation and we visit other schools. We find out what works and we adapt it to suit our environment at Severn Vale School.

Ultimately, we want every student who enters our school in Year 7 to achieve the very best they can by the time they leave us in Y11 – no matter their background or starting point. That is the aim, and challenge, within our Pupil Premium Strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Continue to raise attendance of our disadvantaged pupils above national average, including supporting those who are deemed to be persistently absent.

2	Continue to develop the social/emotional/behavioural support and intervention with those most in need in order to reduce the impact these underlying issues have on all our students, and especially those at a disadvantage
3	Lack of cultural capital - we know that many of our students, and particular those with disadvantaged backgrounds, lack the cultural and social capital advantages that many students have. In addition, many come from homes where parents have not accessed Higher Education. Together, these make it more difficult for these students to access the wide-ranging curriculum placed in front of them.
4	Improving reading age, as well as accessing and reading challenging texts, will further improve the academic ability, and cultural capital, of our disadvantaged students.
5	Independent study habits/skills need fostering in order that homework completion and revision for assessment and exams become common place.
6	Continue to develop the social/emotional/behavioural support and intervention with those most in need in order to reduce the impact these underlying issues have on all our students, and especially those at a disadvantage
7	Improving the Literacy and Numeracy of our disadvantaged pupils
8	Continuing to improve the KS4 outcomes of our disadvantaged pupils in order that they are able to go onto their chosen post-16 destination
9	Covid will have impacted upon disadvantaged families the most. Those impacted most need to be identified and support/intervention measures put in place.
10	Aspirations and resources of those from disadvantaged backgrounds requires us to ensure these students in particular have access to high quality careers guidance as well as opportunities to explore Post 16 options (especially as we are an 11-16 school where all students have to make choices for ongoing employment, education or training)

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
Average attendance for Disadvantaged Pupils will have improved	By 2025/26... <ul style="list-style-type: none"> The gap between the attendance of Disadvantaged Pupils and non- Disadvantaged Pupils will be significantly reduced
The social/emotional and behavioural issues exhibited by Disadvantaged Pupils will have decreased	By 2025/26... <ul style="list-style-type: none"> Incidents of C3 referrals and suspension data will have reduced for Disadvantaged Pupils Support for Disadvantaged Pupils in the inclusion unit and/or Gateway provision will improve resilience and engagement with learning Disadvantaged pupils will be increasingly resilient and will use their personal well-being strategies effectively
Disadvantaged pupils will have access to a wider range of cultural capital which will impact on their academic and personal outcomes	By 2025/26... <ul style="list-style-type: none"> Impact on academic outcomes for Disadvantaged pupils (including an average P8 score of 0.00 or better) Improved participation in extra-curricular provision (including sports teams, clubs, visits, academic resourcing)
Disadvantaged Pupils will have read a range of challenging texts	By 2025/26... <ul style="list-style-type: none"> All KS3 and KS4 pupils will have been exposed to, and read, a range of challenging texts as part of the Guided Reading Programme during Prep Disadvantaged Pupils will see an improvement in their reading scores by the end of their Year 9
Disadvantaged Pupils will have improved study skills, independence as learners and improved homework completion rates	By 2025/26... <ul style="list-style-type: none"> Homework C3 rates for Disadvantaged Pupils will have decreased QA processes will evidence that Disadvantaged Pupils feel more confident in their study skills and their ability to study independently
The literacy and numeracy levels for Disadvantaged Pupils will have improved	By 2025/26... <ul style="list-style-type: none"> KS3 order tests will show improvement in progress made by Disadvantaged Pupils across KS3 Maths and English

	<ul style="list-style-type: none"> • KS4 outcomes for Maths and English will evidence this improvement for Disadvantaged Pupils further •
Outcomes for Disadvantaged Pupils will have improved	<p>By 2025/26...</p> <ul style="list-style-type: none"> • KS4 outcomes for Disadvantaged Pupils will have improved (EM4+; EM 5+; EM 7+; P8) • This will improve access to Further Education Post 16 for Disadvantaged Pupils
Access to high quality CIAEG will improve opportunities and aspirations for Disadvantaged Pupils	<p>By 2025/26...</p> <ul style="list-style-type: none"> • 95%+ Disadvantaged Pupils will leave Severn Vale School with a clear Post 16 plan • Outcomes at KS4 will enable Disadvantaged Pupils to realise their plans and aspirations • Tracking of our disadvantaged pupils will show that most are attending the Post 16 destination of their choice
Successfully minimised the long term impact of Covid 19 and associated partial school closures and online learning for our Disadvantaged Pupils	<p>By 2025/26...</p> <ul style="list-style-type: none"> • Academic monitoring and support will have identified and compensated for the fragmented education experienced by Disadvantaged Pupils • Pastoral monitoring and support will have identified those in greatest need (emotionally and materially) and have begun to compensate for this

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: £ 187,409.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in core subjects to enable smaller teaching groups at KS4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	7, 8 (and 9)
Lead Practitioner roles in Maths and Science to help further the pedagogical skills of teachers with these departments		8
Use of R&Rs and TLRs to aid in the retention of high quality teachers in core subjects		7, 8 (and 9)
Continue to develop Prep at KS3 to develop literacy and cultural capital of all students via exposure to, and involvement with, high level reading text during guided reading	https://www.ucl-ioe-press.com/ioe-content/uploads/2017/06/UCL-IOE-Press-Literacy-Highlights-2017.pdf + research by the UK Literacy Association	3, 4, 7
Continue to develop Prep at KS4: daily opportunity to use taught study skills in order to engage with homework and purposeful revision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	6, 9 (and 10)
Professional development continues to centre around research-based practice and pedagogy within specific subject domains. Key foci – building knowledge, modelling, construction and application of knowledge and assessment	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5 (and 9)
Whole school focus on the continuing development of assessment practises to ensure that processes directly inform planning and teaching for all groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	8 (and 9)

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

Budgeted cost: £85,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core subject intervention during tutor time, and after school 1:1 English and Maths tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5, 7, 8, 9
KS3 Academic Progress Team to focus specifically on tracking and monitoring the progress of all pupils in KS3. (This includes the testing and introduction of 'Complete Maths Tutor' as a tool to support the closing of the numeracy gap)		5, 7, 8, 9
Widespread use of external and internal assessment to identify progress and/or gaps in the learning of pupils as well as who/what to provide intervention with (e.g. GL Assessment, Baseline testing and CATs)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	7, 8, 9
In House Tutoring and Intervention Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5, 7, 8

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

Budgeted cost: £152,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of the school's Attendance Improvement Team	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	2
Targeted use of Inclusion Provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1

	toolkit/social-and-emotional-learning	
Line up – ensuring a calm, systematic and consistent start to the day for all pupils to provide greater foundation for behaviour and attitudinal expectations	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Targeted use of the school’s Career’s Support staff	https://www.nfer.ac.uk/career-s-engagement-a-good-practice-brief-for-leaders-of-schools-and-colleges/	10
Music tuition support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
Get it Ready, Get it Done – including in-house tutoring programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 5
Hardship Fund (uniform; DT Food; Curriculum and Revision materials)		1, 2
Duke of Edinburgh’s Award and assistance with trip expenses	https://www.nfer.ac.uk/a-brighter-future-the-impact-of-the-dofe-on-young-people-s-mental-health-and-wellbeing/	2, 3, 10

Total budgeted cost: £425,137.87

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.

During the last academic year, despite the challenges posted by the long-term and ongoing post-pandemic context in which we work, we have been able to *continue, develop and – crucially – evaluate* our support and provision for all students, and especially for those who have faced additional disadvantage:

- We are still dissatisfied with the gap that remains between our most disadvantaged students and those who are not. We know that attendance, engagement and the impact of outside factors disproportionately impacting on them remain a significant challenge. Until this gap is closed, we will not stop doing our best to support every single student to the best of our ability.
- Our attendance team continued to work tirelessly to engage young people who fail to attend school on a regular basis and with additional pastoral staff who work with those with less critical attendance. This has led to our whole school attendance 92.14% and that of our disadvantaged cohort 87.98%.
- Our careers team also played a significant and tenacious role in ensuring that, despite the extensive disruption to and application of routines and academic learning over the past two years, our students were well supported, provided for (online and face to face) and monitored so that they maintained their direction into Post 16 opportunities. The school is proud that only 2 pupils were NEET from the Class of 2022.
- Our pastoral and welfare teams continued to work relentlessly to ensure our students (in particular those at disadvantage) were catered for during the return to “normal” school (e.g. technology; uniform; emotional and pastoral care including mentoring and counselling, home visits; monitoring and supporting engagement with learning; ensuring safeguarding etc.)
- Our Duke of Edinburgh’s team was able to work within national guidelines to ensure 9 teams of Bronze award students successfully completed their award scheme alongside one group completing Silver award.
- We continued our monitoring of student progress (via Order Tests) so that targeted intervention has continued when students are not making the progress we would expect. This has also ensured those at greatest risk of being ‘behind’ are given every opportunity to ‘catch up’. The provision for this is now extensive, and across both KS3 and KS4.
 - KS4 achievement in Core Subjects was good
 - Year 11 pupils who benefitted from intervention (many of whom were Disadvantaged students) over the course of 2021-22 achieved as follows:
 - **Those attending after school intervention sessions**
 - English - 95% secured estimated grade or above and 37% improved by at least 1 grade
 - Maths - 94% secured estimated grade or above and 33% improved by at least 1 grade
 - Science - 88% secured estimated grade or above and 32% improved by at least 1 grade

- **Those attending Prep intervention sessions**
 - English - 83% secured estimated grade or above and 40% improved by at least 1 grade
 - Maths - 96% secured estimated grade or above and 22% improved by at least 1 grade
 - Science - 73% secured estimated grade or above and 42% improved by at least 1 grade
- Line up and Prep continue to be crucial in re-establishing and stabilising the school culture. We were also able to add an element of numeracy provision via “Ninja Maths” into KS3 Prep to benefit all pupils in cohorts whose numerical ability on entry to the school (measured by baseline tests and / or KS2 results) was significantly below expectation following national trends.

Having evaluated our existing provision, we have made the following changes to enhance our offer for 2022-23

- We undertook a thorough review, post-Covid, of our online tutoring offer and made the decision to bring intervention provision entirely in-house for 2022-23 as a result
- We evaluated and overhauled our Inclusion provision over the course of 2021—22 with services pertaining to SEMH relaunched in September 2022 to counter the increasing level of need across our demographic of pupils and their families. This has been especially acute as local and national provision has been severely overloaded

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NGRT	GL Assessment
English/Maths baseline assessments	GL Assessment
CATs	GL Assessment
National Tutoring Programme	Mannings Tutors / My Tutor
Duke of Edinburgh's Award	DofE