

# Pupil premium strategy statement – Severn Vale School

October 2023

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	1358
Proportion (%) of pupil premium eligible pupils	23.6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/6
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Richard Johnson, Headteacher
Pupil premium lead	Simon Ball, Assistant Headteacher
Governor / Trustee lead	Sarah Cockin, Chair of Govenors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,200
Recovery premium funding allocation this academic year	£82,386
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£413,586

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that every student at Severn Vale School, irrespective of their background, starting points or challenges will achieve the very best outcomes in progress and attainment. We will ensure that we provide the environment and opportunities for all our students to achieve their best through enrichment of experiences and opportunities beyond the classroom.

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. We want to be the difference that these students need.

We endeavour to ensure all our students have the best provision – academically, pastorally and culturally. Ensuring successful recruitment, retention and training of our teaching and support staff therefore remains at the heart of our work. As does developing our wider strategies for behaviour, attendance, social and emotional support as well as developing cultural capital. A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, students, and their families.

Together, these strategies help dissolve barriers, and provide an environment, ethos and classrooms full of opportunities for all to succeed to the highest level, not matter what their background.

We 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. 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 Year 11 – no matter their background or starting point. That is the aim, and challenge, within our Pupil Premium Strategy plan.

High aspirations will be the core of these approaches, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education. There will be high expectations for all, with carefully scaffolded steps to open access to everyone. Our curriculum will be ambitious, broad, and inclusive in order to meet the needs of all learners. High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort.

## 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 across the school but in particular those from a disadvantaged backed who evidence is clear that non attendance has a disproportionate impact on those students.
2	Development of the resilience of our students, in particular those of a disadvantaged background, though the development of cognitive and metacognitive strategies when dealing with challenging academic work and social interactions. Increase the participation of disadvantaged students in extra-curricular activities.
3	The prior attainment of disadvantaged students in general are lower than that of their peers. Internal assessment shows this gap widens through the school.
4	Our assessments both internally and externally, observations and discussions have shown that many of our lower reading ages come from disadvantaged backgrounds. Reading outside of school is very limited.
5	Aspirations (particularly those from disadvantaged backgrounds) requires us to ensure these students have access to high quality careers guidance as well as opportunities to explore post 16 options as well as providing students opportunities to participate in extra-curricular enrichment.

## 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 by 2025/26
Average attendance and punctuality for Disadvantaged Pupils will have improved	The gap between the attendance of Disadvantaged Pupils and non- Disadvantaged Pupils will be significantly reduced.
To improve the attainment and progress of our disadvantaged cohort with focus on intervention and mentoring strategies.	<p>Progress 8 gap has increased to nearly one grade difference. Reading intervention, focus on more numeracy during prep coupled with the interventions and prep tasks.</p> <p>Intervention programmes will expand to incorporate more disadvantaged students.</p>
Develop our school culture and behaviour to that every student feels valued and forms part of the school community	<p>Increased student voice and lesson observations coupled with current climate walks will demonstrate student contribution and a sense of belonging.</p> <p>Improved participation in extra-curricular provision (including sports teams, clubs, visits, academic resourcing)</p>
The social/emotional and behavioural issues exhibited by Disadvantaged Pupils will have decreased	<p>Incidents of C3 referrals and suspension data will have reduced for Disadvantaged Pupils</p> <p>Mentors used to help intervene</p> <p>Seating plans employed to help students focus and a Disadvantaged pupils will be increasingly resilient and will use their personal well-being strategies effectively.</p>
Disadvantaged Pupils will have read a range of challenging texts	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 have improved study skills, independence as learners and improved homework completion rates	<p>Homework C3 rates for Disadvantaged Pupils will have decreased</p> <p>QA processes will evidence that Disadvantaged Pupils feel more confident in their study skills and their ability to study independently</p>

## 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: £ 133,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in core subjects (English & Maths) to enable smaller teaching groups at KS4  <b>£79,976</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	3,4
Lead Practitioner roles in Maths and Science to help further the pedagogical skills of teachers with these departments  <b>£24,107</b>		4
Use of R&Rs and TLRs to aid in the retention of high quality teachers in core subjects  <b>£9,639</b>		3,4
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.  <b>£3,500</b>	<a href="https://www.ucl-ioe-press.com/ioe-content/uploads/2017/06/UCL-IOE-Press_Literacy-Highlights-2017.pdf">https://www.ucl-ioe-press.com/ioe-content/uploads/2017/06/UCL-IOE-Press_Literacy-Highlights-2017.pdf</a>  & research by the UK Literacy Association	4
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  <b>£15,000</b> (PIXL, SLNM x3, 80% of CPD budget & staff time out of school)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3
Whole school focus on the continuing development of assessment practises to	<a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	1

ensure that processes directly inform planning and teaching for all groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">education-evidence/teaching-learning-toolkit/feedback</a>	
--	---	--

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

Budgeted cost: £ 102,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core subject intervention during tutor time <b>£23,621</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4
KS3 Academic Progress Team to focus specifically on tracking and monitoring the progress of all pupils in KS3  <b>£10,596</b>		4
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)  <b>£25,000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	4
In House Tutoring, Mentoring and Intervention Programme  <b>£43,057</b> (includes contribution to AM salary)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4,5

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

Budgeted cost: £ 178,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of the school's Attendance Improvement Team  <b>£94,201</b>	<a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a>	1

Targeted use of Inclusion Provision <b>£30,391</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1
Line up – ensuring a calm, systematic and consistent start to the day for all pupils to provide greater foundation for behaviour and attitudinal expectations	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1
Targeted use of the school’s Career’s Support staff <b>£14,535</b>	<a href="https://www.nfer.ac.uk/careers-engagement-a-good-practice-brief-for-leaders-of-schools-and-colleges/">https://www.nfer.ac.uk/careers-engagement-a-good-practice-brief-for-leaders-of-schools-and-colleges/</a>	3
Music tuition support <b>£5,000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Get it Ready, Get it Done – including in-house tutoring programme <b>£15,463</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2
Hardship Fund (uniform; DT Food; Curriculum and Revision materials) <b>£15,000</b>		2
Duke of Edinburgh’s Award and assistance with trip expenses <b>£3,500</b>	<a href="https://www.nfer.ac.uk/a-brighter-future-the-impact-of-the-dofe-on-young-people-s-mental-health-and-wellbeing/">https://www.nfer.ac.uk/a-brighter-future-the-impact-of-the-dofe-on-young-people-s-mental-health-and-wellbeing/</a>	5

**Total budgeted cost: £413,586**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The attainment gap between those that are most disadvantaged and those not has frustratingly grown. This mirrors a national picture. Attendance continues to be a disproportionate factor for those students. Closing this gap seems for the time being, a considerable task, but we will not stop at providing the best opportunities for all of our students to achieve their best.

The pastoral and welfare teams continue to work tirelessly to ensure our students are catered for and that school become as much a normal routine as possible. Free breakfast and getting ready in the morning prove very popular, and the fact that it is open to every student enables those from disadvantaged background not be singled out by their peers.

Attendance remains a frustrating issue, which is not isolated to this school. FFT attendance data suggests that Severn Vale School is not as badly affected as others and in fact is consistently above the average. The attendance team continues to work hard to engage our young people to attend school. Our attendance figures for 2022/23 was 89.67% and for our disadvantaged students it was 85.05. Compared to 2021/22 where it was 92.14% and 87.98% respectively.

Suspensions do remain high. 125 pupils were suspended at least once in 2022/23 with 70 being pupil premium giving a representation of 56%. Compared to national date there is some parity. Nationally, students from disadvantaged backgrounds are twice as likely to have a fixed term exclusion.

Targeted intervention continues to be firmly embedded in the school. The Order Assessments and baseline assessments are used to drive intervention of which disadvantaged students are given more prominence on. Despite the drop in school lead tutoring funding, we have continued to honour this provision and even expand it further.

The careers team continues to play a significant and tenacious role in ensuring that our students are well supported and monitored so they can achieve realistic post 16 opportunities.

There is a clear expansion of extra-curricular activities taking place of which disadvantaged students are encouraged to participate. Funding is made readily available for students to ensure that they can participate on equal terms. The Duke Edinburgh team continues their hard work enabling students to achieve Bronze awards.

Line up and prep continue to be crucial in stabilising and setting the tone for the school culture, through prep time, an element of numeracy provision via 'ninja maths' is being used to help close the gap.

In order to attempt to reduce time students are not in lessons due to behaviourally issues, the 'referral suite' has been enhanced where students have much more meaningful study material and more opportunity to remain in school and adjust their behaviours before returning to 'normal' lessons.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
NGRT	GL Assessment
English & Maths Baselines	GL Assessment
CATs	GL Assessment
Duke of Edinburgh's Award	DofE

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*