



**DARWEN VALE**  
An Aldridge Community Academy

# **PUPIL PREMIUM ANNUAL REPORT AND STRATEGY**

**2020 – 2021 SPENDING REPORT AND IMPACT EVALUATION**

**2021 – 2022 SPENDING INTENTION AND STRATEGY**

**ONGOING GUIDANCE TO CARERS AND PARENTS**

**Created: September 2021**

**Review Date: August 2022**

## Glossary of Key Terms

<b>Pupil Premium (PP)</b>	The Pupil Premium (PP) is additional funding provided by the government, based on the number of students attending the school from disadvantaged backgrounds. This is targeted at 'Ever 6' students, looked after and previously looked after children and those whose parent(s) work in the UK armed services.
<b>"Disadvantaged" Child</b>	Any student who meets the criteria for Pupil Premium funding.
<b>Free School Meals (FSM)</b>	This term means both: <ul style="list-style-type: none"> <li>• The meal itself that can be eaten at any point during the school day.</li> <li>• Is an indicator for a student at primary or secondary school age whose household total income is less than £16 190. This entitles the student to receive a free daily meal at school.</li> </ul>
<b>High Level Teaching Assistant (HLTA)</b>	Higher Level Teaching Assistants do all the things that regular teaching assistants do but they have an increased level of responsibility. They may have specialist subject knowledge and may be specifically deployed to subjects such as maths, English and science.
<b>"Ever 6" Child</b>	A student who is entitled to free school meals in the current school year or has been in any of the preceding six years.
<b>DfE</b>	The Department for Education
<b>Progress 8</b>	Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and maths as a baseline.

## Context

Darwen Vale High School is an 11 – 16 community school with 920 students on roll (as of September 2021). The breakdown of students categorised as Pupil Premium is highlighted below. Throughout this report, students will be presented as ‘disadvantaged’ and ‘non-disadvantaged’. These are the terms currently used by the Department for Education (DfE) and associated stakeholders.

Year	Status	No in Year Group	% of year group
7	PP	87	41.04%
	Non-PP	125	
8	PP	86	35.39%
	Non-PP	159	
9	PP	73	38.22%
	Non-PP	119	
10	PP	65	39.63%
	Non-PP	100	
11	PP	56	40.58%
	Non-PP	82	
<b>Total Disadvantaged at DVHS</b>		<b>367</b>	<b>38.71%</b>
<b>Disadvantaged Nationally</b>		<b>38%</b>	

## What is the Pupil Premium?

The *Pupil Premium* (PP) is an additional funding provided by the government from the Department for Education (DfE) to enhance the education of the most socio-economically deprived students as identified by those with an entitlement to Free School Meals (FSM) and those students in care (CLA). Currently there are 4 students whose parents serve in the military and support for students whose parents serve in the military is also provided through the Pupil Premium.

The guidelines for how to spend this additional funding are to use local and national research-driven initiatives:

- to **change the culture** of a school where there are gaps in the successes of less-advantaged students;
- to **improve the experience** of learning of all students in a way that specifically benefits less-advantaged students and;
- to **put in place additional support** that targets specific students who are less likely to succeed if unsupported.

## Pupil Premium Income at DVHS

The total income from the Pupil Premium that DVHS receives each year is given below.

	National Pupil Premium Allocation per Student		DVHS Total Pupil Premium Income
	Disadvantaged Students	Looked After Students	
2013 – 2014	£ 900	900	£ 323 100
2014 – 2015	£ 935	1 900	£ 294 476
2015 – 2016	£ 935	1 900	£ 302 000
2016 - 2017	£ 935	1 900	£ 346 690
2017 - 2018	£ 935	1 900	£ 331 569
2018 - 2019	£ 935	1 900	£ 331 956
2019 – 2020	£ 935	1 900	£ 341 275
2020 - 2021	£ 955	2 345	£ 327 565
2021- 2022	955	2 345	£ 337,115

## Rationale

Our number one priority in 2021-22 is to close the gap between the achievement (in both progress and attainment) of students of disadvantaged backgrounds with those from non-disadvantaged backgrounds. Informed by national research, the key factor in achieving this is a **relentless** drive to **improve the quality of teaching and learning** in classrooms, a deep layer of pastoral support and academic catch-up to mitigate the impact of the Covid-19 school closures for all PP students and ensure that attainment gap continues to narrow in all areas. To improve the “universal offer” – the experience of all our students – is paramount. Where this is not sufficient to close achievement gaps, we have developed additional intervention and care that allows all students, but particularly those of disadvantaged backgrounds, to succeed.

## Barriers to Educational Achievement for Disadvantaged Students

There are many barriers that disadvantaged students face when compared with their more advantaged peers. These include:

- Lower than average attendance
- Lack of structured support networks
- Low self-esteem and resilience
- Low starting points in literacy and numeracy
- Fewer opportunities at home for cultural and arts experiences
- Lower aspirations

- Lack of opportunity for academic support at home

The Pupil Premium strategy at DVHS aims to reduce and remove these barriers to enable these students to achieve as well as their more advantaged peers, both locally and nationally.

### Attainment of PP Students

	GCSE Attainment Including English & Maths		Disadvantaged Gap
	PP Students	Non- PP Students	
	<b>9 – 4 English &amp; Maths %</b>		
2016 - 2017	27.27	62.20	-34.92
2017 – 2018	20.83	56.07	-35.24
2018 – 2019	47.06	72	-24.94
2019 - 2020	42	86.59	-45
2020-2021	68.83	87.5	-18.67

	2018 – 2019 (DVHS)	2019 – 2020 (DVHS)	2020-2021 (DVHS)		
	Gap	Gap	PP	Non- PP	Gap
<b>9 – 4 English &amp; Maths</b>	-24.94	-45	62.34	80	-17.66
<b>English 9 – 4</b>	-24.55%	-29.8%	68.83	87.5	-18.67
<b>Maths 9 - 4</b>	-29.02	-44.68	71.43	86.25	-14.82

	Attainment Including Maths & English		Gap
	DVHS PP	National All students	
	<b>Achieving 9 – 4 Including Maths &amp; English</b>		
2016 – 2017	27.27%	63%	-36%
2017 – 2018	20.83%	63%	-42%
2018 – 2019	47.06%	63%	-16%
2019 - 2020	42%	79%	-37%
2020-2021	68.83%		

## The Impact of Specific Initiatives in 2020 - 2021

The initiatives that have been undertaken within the school have each been evaluated and the impact of these are listed below:

Category	Initiative	Spending	Notes
Subject – specific support	Academic support for under-performing PP students focused on key barrier: lack of additional tutoring at home and lack of support networks. To raise attainment and progress in core subjects.	114500	<p>Three academic mentors employed for one-to-one tuition programmes across core subjects; English, Maths and Science.</p> <p>PP students are targeted each half term in line with assessment data and are given support in small group or individual settings.</p> <p>Interventions and support for PP students saw a closing of the gap in progress from –            English: 58% (2020) to 68.83% (2021), an improvement of 11%.            Maths: 48% (2020) to 71.43% (2021), an improvement of 23%.            Science: 32% (2020) to 54.55% (2021), an improvement of 23%.</p> <p>PP students still underperformed non-pp students, although the gap has narrowed. PP student attainment 9 - 4 including maths and English was 62.34%PP and 80% non-PP. Gap between PP and non-pp was - -17.66% compared with -44.59% in 2019/20. Showing a positive trajectory for closing the gap entirely.</p>
T&L Coaching Support	All teachers are coached to accelerate teacher development in line with the DVHS Coaching Programme.	600	<p>Key focus for coaching has been on ensuring that all teachers are coached or are a coach.</p> <p>Coaching across all subjects has focused on classroom culture to provide structure, high expectations and develop skills such as resilience, self-awareness and regulation, and independence. Coaching has also been focused on ensuring the curriculum is implemented with rigour to provide students with subject specific academic skills and knowledge and improve literacy. Additionally, coaching has developed teachers' skills in data drive practices to ensure gaps in PP students' skills and knowledge are identified and closed using informed assessment and feedback practices.</p>

			Coaching has improved teaching and learning across the academy and as a result students' attainment has improved across all core subjects. Progress 8 PP results improved from -1.26 (at the start of the year) to -0.29 (summer results).
Holiday study initiatives	Weekend and holiday revision funding and resourcing	5000	<p>Attendance at weekend and half term intervention sessions has been very successful. Subject teachers targeted PP students for additional support in response to data.</p> <p>Weekend sessions were primarily focused on core subjects, including English, science, maths and history.</p> <p>Attendance of PP students at the weekend sessions has been particularly successful in enabling student to achieve these results.</p> <p>Bootcamps could not run due to Covid-19 but are planned for next academic year.</p>
Attendance support	Attendance support (including 60% of attendance officer and attendance assistant) to overcome the barrier of lower than average attendance amongst PP students	11000	<p>An Attendance Officer and Attendance Assistant are in post and developed initiatives and interventions to improve PP student attendance.</p> <p>Initiatives this year have included sending a morning minibus to collect students and bring them to school, providing students with free breakfast to encourage attendance and regular contact with home to develop parental relationships and raise awareness of the importance of attendance. In addition to punctuality and attendance reports, tutor support to ensure PP students attendance is followed up with contact home and a rewards system for students whose attendance improved.</p>
Whole school CPD focussed on marking and assessment strategies	Staff CPD on accelerating student achievement using the uncommon school methodology. Closing the vocabulary gap a focus of CPD and included in a new marketing and feedback policy	£600	All disadvantaged students who have a reading age of below age 9 receive weekly targeted reading intervention. Interventions and support for disadvantaged students saw a closing of the gap from -0.25 (2020) to +0.1 (2021), an improvement of + 0.85.

Teaching assistants	Despite the fact that TAs are primarily focussed on SEND, 21.52% of PP students are also SEND students and are eligible for PP and there are overlaps in their needs.	£58,578	Data of the SEND PP stuents needed here. PP students are targeted each half term in line with assessment data and are given support in small group or individual settings.  In 2021 there were 14 pupils who were both SEND and PP. Their P8 was -1.02. In 2020, there were 3 pupils who were both SEND and PP. Their P8 was -0.58.
Deployment of co-teachers	Fully qualified teaching staff supporting in other lessons (Maths and French). 10 lessons a week are co-taught in Maths, 1 lesson is co-taught in French.	20000	Having 2 teachers per teaching group means small group work is high impact and ensures no student is left behind. Individual students have much more personal attention where their individual needs can be met more easily.  Maths 9-4% 48% in 2020 compared to 71.43% in 2021.
Small group intervention	As part of the Period 6 programme (3:00 – 3:45 Mon/Wed/Thurs, 3:00-3:30 Tues/Fri) KS4 receive an extra 3.25 hours a week in all their subject areas. These help to develop their basic skills in that subject area.  (136 pupils are disadvantaged in KS4 which is 34% of the disadvantaged cohort)	£68,000	Successfully provided the extra time disadvantaged pupils needed for the whole year. This allowed progress to be made in all subjects as shown in the whole school results analysis document.
Literacy interventions	10 hours a week of a L3 TA and a HLTA for 40 weeks. Provided small group/one to one reading intervention for PP students.	16656	KS3 disadvantaged pupils progress following literacy interventions in 2020-2021. Year 7 Number of pupils making progress : 1 - 12 month 20% 12 - 24 months 8% 24+ months 24% 25 pupils received reading intervention.  Year 8 Number of pupils making progress:

			<p>1 - 12 month 12%  12 - 24 months 12%  24+ months 16%  17 pupils received reading intervention.</p> <p>Year 9 - Number of pupils making progress:  1 - 12 month 0%  12 - 24 months 0%  24+ months 66%  3 pupils received reading intervention.</p>
Financial assistance for uniform and subsidised trips	PP funding was used across a range of extra curricular school trips to allow students to access new experiences and widen their horizons. Many would not of been able to attend these trips with the PP subsidy. Trips included: London cultural trip, reward events.	£800	<p>Attendance of these pupils also increased if they feel more confident coming into school without the fear of standing out of looking different.</p> <p>Attendance data needed here of PP pupils compared with 2020.</p>
Financial assistance for revision guides for Core Subjects	It is important that pupils from disadvantaged backgrounds are able to access all educational experiences and by providing financial assistance with their school uniform and/or revision materials, it enables them to access their learning the same as non PP pupils are.	£12,000	See data above. Demonstrates a positive trajectory in attainment and progress of disadvantaged pupils.
Technological resources	Purchased Century Tech for whole school to supplement learning in Eng/Ma/Sci targeted at PP students	£6,068	There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners. Century Tech was used effectively by students in all year groups – especially during the lockdown periods of the pandemic. It allowed teachers to track and monitor students

			progress and close gaps immediately. Reports were able to be run to show the progress of PP pupils regularly by subject leads.
Careers	Risk of becoming NEET programme from the local authority where year 10 PP students are given specific career guidance/opportunities /visits to encourage them to seek employment or education after leaving DVHS.	£225	Regular monitoring of career guidance and how PP pupils are responding to this for instance a change in ambitions and goals. Last year there was only 2 pupils classed as NEET, and 100% of pupils completed at least one application form.
Data analysis	4matrix subscription	£4,000	Using data on the progress of PP student is crucial if students' needs are to be met effectively in the classroom and any behaviour interventions identified. PP gap analysis is included in each data summary and then actioned by subject leaders.
Breakfast and homework club	Morning for 1 hour a day staffed by a L3 TA. Providing refreshments for PP and vulnerable students in the morning and at the end of the day.	£600.00	This was not fully taken on by many PP students due to the staggered start times as a result of Covid-19. Attendance at homework club for KS3 pupils was more attended than breakfast.
Raising aspirations	6 disadvantaged pupils from year 8 and 4 disadvantaged pupils from year 9 took part in The Scholars Programme, hosted by The Brilliant Club. The aim is to support pupils from disadvantaged backgrounds to develop their skills, knowledge and confidence to thrive in their studies. We want to encourage these young people to aspire to study at selective universities when they leave school/sixth form.	£1,600	An understanding of the university options available to pupils in the future. Pupils have developed their resilience on the programme by taking part in the programme and investing a lot of their own time into their projects. COVID had an impact on its success due to the pupils not being able to attend the university itself/experience a lecture in the university setting/building. Pupils were expected to write an academic essay which developed their critical thinking, writing and editing skills (all essential skills for further academic study). For example, BA (Year 8) explored the topic of Feminism and how Medusa, in particular, suffered from this. BA researched and discussed Greek mythology and also the origins of the feminist theory. PTE data shows that BA is performing at 'much higher' in the progress category and has a higher than average SAS score of 114. PTE data shows that MM (Year 8) has a SAS score of 134 and is ranked second highest in the year group. Her progress category is also 'much higher' than expected.

			TS (Year 9) is working as 'expected' with her SAS score at 105 (slightly above average). TH (Year 9) has a SAS score of 113 and is ranked 7 <sup>th</sup> in the year group. Additional data can be attained if necessary – some pupils were absent during the GL assessments.

<b>Total</b>	<b>£320,227.00</b>
<b>DFE Allocation</b>	<b>£323,268</b>
<b>Shortfall (made up by school)</b>	<b>N/A</b>

## **DVHS Funding and Our Spending Plans for 2021 - 2022**

In 2021 – 2022, we intend on continuing with the tiered approach to PP spending, in line with evidenced based recommendations by the Sutton Trust (2019). Funding allocations will focus on three key areas:

- 1. Teaching**
- 2. Targeted academic support**
- 3. Wider strategies**

### **Teaching**

At DVHS we know that first quality teaching is one of the greatest levers in narrowing the attainment gap for disadvantaged students. Therefore, PP funding for this purpose will be distributed to focus on professional development opportunities for all teaching and support staff, training and support for early career teachers through our RQT Development programme, and recruitment and retention. The DVHS Coaching Programme will continue to drive forward teacher development, to ensure excellent and effective teaching is provided for all PP students. We aim to ensure through the coaching programme and our rigorous and responsive CPD programme that all teachers receive the support to continue improving and thus secure excellent progress and outcomes for the PP students in their care. In addition, with the support of Aldridge Education, DVHS staff will be provided with CPD related to teaching and supporting PP students enabling staff to build a toolkit of strategies to secure the best possible outcomes.

### **Targeted Academic Support**

At DVHS our practices are data driven, this enables PP funding to be allocated in a responsive way to ensure all PP students receive support that meets their individual needs. Targeted academic support will include structured interventions, small group tuition and academic support. Teachers will receive an ongoing programme of professional development in data driven instruction to ensure they are identifying PP students (who are not making expected progress) and implementing effective interventions to close the gaps.

### **Wider strategies**

At DVHS we know that PP students face a number of barriers in education, to complement our work on accelerating teacher development and targeted academic support, we will ensure all PP students are offered opportunities to overcome the difficulties they face. Strategies will include support for attendance, behaviour and emotional wellbeing as well as opportunities for enrichment, increasing cultural capital and personal development. The strategies we provide will be provided by DVHS staff and external agencies and evaluated to ensure they have impact on non-academic success for all PP students.

Category	Initiative	Spending	
Subject – specific support	Targeted Academic Support (one-to-one and small group tuition)	£	48050
	Higher level teaching assistants (HLTAs) (65% of salaries)	£	76230
T&L Coaching and Development	Senior leader providing intensive teaching and learning support to improve the quality of first teaching.	£	5000
Holiday study initiatives	Weekend and holiday revision funding and resourcing	£	5000
Attendance support	Attendance support (including 60% of attendance officer and 60% Assistant	£	36142
Pastoral support	Engagement specialists (60% of Head of Year salaries)	£	58476
Additional pastoral support	Through the provision of additional school counsellors	£	10600
Breakfast Club	Provisions and staffing	£	2000
Lunch and Homework Clubs	Afterschool clubs to support disadvantaged in catch-up and enrichment activities	£	4000
Music and Arts	Subsidies on music lessons for disadvantaged students	£	3000
Rewards	Rewards to support progress and attendance to initiatives	£	5000
Year 11 PP Intervention	Targeted initiatives in Year 11	£	10000
Year 7-10 PP Intervention	Targeted initiatives in Years 7-10	£	5000
D of E programme	Access to the DofE Award offered to all PP students as part of a wider strategy to provide additional enrichment opportunities.	£	3000
Online Learning Provision	Portion of subscription to Classcharts, Hegarty and Century Tech to support independent study and catch up.	£	37617
Year 11 Mentoring programme	Mentoring programme for ALL year 11 students to build resilience, exam skills and independent learning	£	5000
Literacy intervention	Reading programme to close gaps and improve literacy in PP students who are below age related expectations.	£	10000
PP Lead	Proportion of the salary for the PP Lead in the academy	£	5000
Offsite Visits Hardship Fund	Hardship fund to enable disadvantaged students to access offsite provision	£	2000
Careers Guidance	Specific targeted CEIAG support provided by Elev8	£	5000
Miscellaneous	Uniform concessions, unregistered FSM food etc.	£	1000
		<b>Total</b>	<b>£ 337115</b>
		<b>DFE Allocation</b>	<b>£ 337115</b>
		<b>Shortfall (made up by DVHS)</b>	<b>£ 0</b>

## Coronavirus (COVID-9) Catch Up Premium 2020 - 21

### What is the Catch up Premium?

To mitigate the impact of school closures as a result of Coronavirus, the DfE launched the 'Coronavirus (COVID-19) Catch up Premium' for all students attending school in the academic year 2020-21. The premium has been allocated to enable schools to offer additional catch up provision for students most disadvantaged by the school closures during the academic year 2019-20, with the aim of supporting students to make up for lost teaching time.

### What is the value?

Secondary schools' allocations have been calculated on a per student basis, providing each school with a total of £80 for each student in years 7 through to 11. The funding will be provided to schools in three tranches; first payment in autumn 2020, second payment in early 2021 and the final payment in the summer term 2021.

At DVHS, the value of the catch up premium is summarised below:

Years 7-11: **£52 960** (662 students eligible)

### How will we allocate the Catch up Premium funding?

Category	Initiative	Cost
<b>Targeted academic mentors:</b> The first focus of our academic mentors work was to close gaps and support the knowledge, skills and understanding of many of pupil premium students in English, maths and science. This work took place before the school day, throughout the school week, after school and at weekends too. Teachers used their knowledge of what their students could and could not do in order to provide each academic mentor with a set of skills to develop, retest and then reteach.	1. Employment of an academic mentor in maths;	£21466
	2. Employment of an academic mentor in English	14832
	3. Employment of an academic mentor in science	17993
	<b>Total</b>	<b>£</b>
	<b>DfE Allocation</b>	52960
	<b>Shortfall (made up by DVHS)</b>	6908

The employment of an Academic Mentor will enable targeted academic interventions to take place in order to make up for lost teaching time as a result of the Covid-19 closures. The Academic Mentor will be working with 10 targeted students from each year group who did not engage with online learning throughout closure. The students will receive a combination of in-class support, small group and one-to-one tuition and afterschool catch up sessions. In addition, the Academic Mentor will be

deployed for preventative interventions for those students who have been absent due to self-isolation, this will involve co-ordinating work at home and supplying students and their families with resources to support remote learning.

In addition, we have employed a qualified teacher on a short term basis (until Christmas) to work with specifically targeted students in Y11 who have significant gaps in skills, knowledge and understanding as a result of school closure. The students will be provided with additional support across core subjects (English, maths and science) to make up for the loss of teaching time.

Furthermore, our strong team of existing PP Tutors and HLTAs will have a portion of their time allocated to support students across Y7-10 in core subjects with targeted one-to-one tutoring and small group interventions. The aim of this work is to ensure gaps in students' knowledge, skills and understanding identified by baseline assessments are subsequently closed to secure expected attainment in line with their academic targets.