

Pupil premium strategy statement 2022-2023

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	Darwen Vale High School
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	37% (353 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	01/09/2022
Date on which it will be reviewed	31/08/2023
Statement authorised by	Matthew Little- Principal
Pupil premium lead	Ruth Cull – Vice Principal
Governor / Trustee lead	Yasmin Choudry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 340,725 (2021/22)
Recovery premium funding allocation this academic year	£50,931 (2021/22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
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	£391,656

Part A: Pupil premium strategy plan

Statement of intent

Objective:

Our number one priority in 2022-23 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 disadvantaged 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.

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

Key principles of our strategy plan

We intend on implementing a 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. High quality first teaching
2. Targeted academic support
3. Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Lower than average attendance. Our school attendance in 2022 was below national average and much less than the expected target of 95.5%. Given that the majority of students are disadvantaged, part of our challenges are to take responsibility to ensure that students attend school regularly to benefit from their education. These gaps are larger than in previous years, which is why attendance is a focus of our current plan
2	Lack of structured support networks. In a pupil survey 70% of disadvantaged pupils live at home with less than 2 parents/carers, and many siblings. Many students from disadvantaged backgrounds may require additional support that is different from or additional to the behavioural, social or emotional support that is required by their non-disadvantaged peers.
3	Low self-esteem and resilience. Our observations and findings from a recent survey suggest that having a disadvantaged starting point may challenge students' self-esteem and resilience, which is vital to becoming a highly successful individual. This is indicated in the curriculum, for example, with challenges to completing homework. 60% of disadvantaged pupils surveyed said that they do not have access to a computer (laptop or desktop) regularly at home.
4	Low starting points in literacy and numeracy. Our assessments in reading ages, for example, show that disadvantaged students have lower average standardised reading scores than their non-disadvantaged peers in every year group. 22% of SEND students are also from disadvantaged backgrounds.
5	Fewer opportunities at home for cultural and arts experiences. Our observations show that students who have disadvantaged home lives are much less likely to find time for cultural and arts experiences with a focus on education being functional or practical. Combined with the challenges in the cost of living currently, it is crucial that we consider supporting students to take these opportunities.
6	Low aspirations. Our observations and work with our CEIAG lead show that students from disadvantaged backgrounds very often need additional guidance to explore next steps post-16. This work needs to start from Y7 and be built into personal development plans throughout KS3 and into KS4.
7	Lack of opportunity for academic support at home. Our observations and survey data show that students from disadvantaged backgrounds are less likely to complete homework on a regular basis, and are less likely to have support at home for academic work. Another way to close the gap is to provide support to ensure that there is equity and parity between disadvantaged and non-disadvantaged students in their independent learning.

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
P8 gap between disadvantaged and non-disadvantaged is reduced.	The gap between disadvantaged and non-disadvantaged students in P8 is less than - 0.5
In Maths outcomes for 9-4 and 9-5, the gap between disadvantaged and non-disadvantaged students is reduced.	The gap between disadvantaged and non-disadvantaged students in Maths 9-4 and 9-5 is less than 25%.
In English outcomes for 9-4 and 9-5, the gap between disadvantaged and non-disadvantaged students is reduced.	The gap between disadvantaged and non-disadvantaged students in English 9-4 and 9-5 is less than 25%.
To improve the reading ages of disadvantaged pupils to be at their chronological reading age.	Disadvantaged pupils with reading age below their chronological age to be less than 30%.
To improve the attendance of disadvantaged pupils and to close the gap between PP and non PP attendance and persistent absence.	By the end of year 2022/23, the gap between disadvantaged and non-disadvantaged students' attendance is <5%

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: £112,371.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers are coached to accelerate teacher development in line with the DVHS Coaching Programme.</p>	<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>	<p>1-7</p>
<p>Despite the fact that TAs are primarily focussed on SEND, 22% of PP students are also SEND students and are eligible for PP and there are overlaps in their needs.</p>	<p>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.</p>	<p>4</p>

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

Budgeted cost: £ £204,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and Academic mentors in Maths, English and Science.	<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>PP students still underperformed non-pp students, although the gap has narrowed showing a positive trajectory for closing the gap entirely.</p>	1, 3, 4 , 7
Weekend and holiday revision funding and resourcing	<p>Attendance at weekend and half term intervention targeted at disadvantaged 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>	7
Homework club	<p>Provided support this may not be available at home and therefore ensuring gaps don't develop or widen.</p>	7
Resources support for disadvantaged students	<p>This includes uniform financial support to ensure gaps don't widen.. This also includes the purchase of revision materials such as revision guides/cards, calculators to help students prepare for exams.</p>	2, 4-7
Reading programme	<p>Disadvantaged students may have less exposure to books in their own</p>	4, 5, 7

	homes so we ensure that reading happens here on a daily basis, allowing students to engage closely with a range of diverse texts.	
Access Project – Access to university and English and Maths tuition.	The Access Project specifically targets and supports disadvantaged students to develop skills such as independence, self-efficiency and knowledge around revision and higher education to help them access college and university pathways better enabling our disadvantaged cohort to reach their full potential and widen choices around their future leading to improved life chances.	4, 6.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to technological resources	Over 200 laptops were loaned to students during both lockdowns due to Covid. With Covid still ongoing, and the financial crisis that is affecting many of our families we are still providing technology to disadvantaged students when they are required.	1, 3, 7
Risk of becoming NEET programme from the local authority All Year 11 students receive independent 1-1 CEAIG meetings from New Directions and disadvantaged students have a follow up meeting if required with any spare time	Regular monitoring of career guidance and how disadvantaged pupils are responding to this for instance a change in ambitions and goals.	6

slots at the end of the cycle.		
Attendance rewards	Providing help and encouragement directly to the students, where this might not be happening at home. Our observations have shown that this is vitally important for our students.	1
Attendance staffing	Providing help and encouragement directly to the students, where this might not be happening at home. Our observations have shown that this is vitally important for our students.	1
Additional Counselling Provision	Providing additional support for those students who are finding various situations very difficult. Our observations have shown that this is vitally important for our students.	2, 3, 6
Breakfast club staffing	Providing a familiar and friendly face each morning with food, sets the students up for a day of success.	1, 3, 6
Mental health support	Utilising support from our local MHST to support disadvantaged pupils with mild to moderate mental health and wellbeing issues. This includes: <ul style="list-style-type: none"> • Referrals to ELCAS • Coverage of mental health in Vale Values Curriculum • Pastoral mentors • Time out cards • 5-minute early passes • A wide range of extra-curricular activities targeted at our most disadvantaged pupils. 	3

Total budgeted cost: £337,115.00

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 2021 to 2022 academic year.

Our GCSE results for 2021/22 compared to the last externally validated results in 2019 show that the performance of disadvantaged pupils increased in the majority of performance measures. Compared to the last 2 years of validated GCSE results Pupil Premium pupils are making better progress in 2022.

The quality of teaching and learning has been improved quickly through the coaching programme, to ensure that there is quality first teaching being provided across the curriculum to all students. This is the first layer of support to ensure that disadvantaged students can make progress in line with their non-disadvantaged peers, therefore there has been a disproportionately positive impact on disadvantaged students.

Overall attendance in 2021/22 was 89.2%, which is higher than in the previous year at DVHS attendance was higher than the national statistics released by the DfE for the majority of the year. At times when all pupils were expected to attend school, absence among disadvantaged pupils was at 83.4% this is 5.8% lower than their peers. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our pupil surveys demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. Impact of this has been the following pupil responses to our survey:

- 84.5% PP eligible students stated that the school encourages them to look after their emotional and mental wellbeing
- 85.2% PP eligible students stated that the school encourages them to look after their physical well being
- 87.7% PP eligible students stated that staff deal with poor behaviour well

The curriculum in Vale Values focuses on developing literacy and students' character to mitigate against the effects of disadvantage. For example, 'Reading for Pleasure' and the focus on the explicit tier 1 and 2 in the Vale Values curriculum aims to bridge to vocabulary gap for the most disadvantage. Moreover, students develop positive character traits through their engagement with the Vale Values curriculum such as confidence, resilience, learning to deal with conflict effectively and maintaining good physical and mental health. All these elements aim to improve the life chances of our most disadvantaged cohort.

Breakfast club continues to run to support disadvantaged students and also works to encourage attendance into school. Similarly, homework club helps to support the most vulnerable, including

disadvantaged students who may not have had a support network or quiet space at home to study independently. Finally, the financial support for trips has meant that a large number of students from disadvantaged backgrounds have been able to take opportunities that they may otherwise have missed out on. This includes trips abroad to Paris and to London, and experiences including the whole of KS4 watching performances of Romeo and Juliet, and Blood Brothers live on stage.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We follow the Uncommon Schools approach in our Teaching and Learning pedagogy and have embedded practices such as AGMO where routes target PP students early on the assessment route within lessons. More information can be found in our DDI in the classroom handbook on our website.