



**DARWEN
VALE**

An Aldridge Community Academy 

Pupil premium strategy and impact

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Policy Upholder:	Ruth Cull (Vice Principal)

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
2	Lack of structured support networks
3	Low self-esteem and resilience
4	Low starting points in literacy and numeracy
5	Fewer opportunities at home for cultural and arts experiences

6	Low aspirations
7	Lack of opportunity for academic support at home

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																
To improve outcomes for DP students and to be in line with FFT20 target through Quality First Teaching and intensive and targeted interventions.	<p>The gap in attainment of pupils achieving 9-4 in English and Maths between PP and Non-PP to narrow.</p> <p>2018: -30 2019: -44.59 2022: -32.1</p> <p>2023 target: Gap below 30</p>																
Improve attainment in Numeracy for all pupils including those who are disadvantaged.	<p>The gap in attainment of pupils achieving 9-4 in Maths to narrow between PP and Non-PP.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2018:</td> <td>25%</td> <td>61%</td> <td>36%</td> </tr> <tr> <td>2019:</td> <td>54%</td> <td>72%</td> <td>18%</td> </tr> <tr> <td>2022:</td> <td>55%</td> <td>82%</td> <td>27%</td> </tr> </tbody> </table> <p>Target 2022: gap below 27%</p>		PP	Non PP	Gap	2018:	25%	61%	36%	2019:	54%	72%	18%	2022:	55%	82%	27%
	PP	Non PP	Gap														
2018:	25%	61%	36%														
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Improve attainment in reading for all pupils including those who are disadvantaged	<p>Pupils with reading age below their chronological age: 2020: 49%, 2021: 39%</p>																
To improve the attendance of disadvantaged pupils and to close the gap between PP and non PP attendance and persistent absence.	<p>2021/22: Attendance: 83.4% (89.2% Non PP) PA: 60.4% (33.2%)</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: £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, 21.52% of PP students are also SEND students and are eligible for PP and there are</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>2, 3, 4</p>

overlaps in their needs.														
Fully qualified teaching staff and academic mentor support	<p>All Maths classes are taught by fully qualified, Maths specialist teaching staff. Including an academic mentor who does small group withdrawal and weekend/holiday sessions – evidence to show impact from this last year is that the students worked with in 11R2 went from an average grade of 2.5 at the start of Y11 to 4 in their GCSE results. Then for all students the academic mentor worked with, grades increased from 2.4 to 3.9.</p> <p>The data which shows that we still need to focus on DPs in Maths is the gap widening from 2019 to 2022 (below)</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019:</td> <td>54%</td> <td>72%</td> <td>18%</td> </tr> <tr> <td>2022:</td> <td>55%</td> <td>82%</td> <td>27%</td> </tr> </tbody> </table>		PP	Non PP	Gap	2019:	54%	72%	18%	2022:	55%	82%	27%	1-7
	PP	Non PP	Gap											
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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
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.	<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</p>	1-7

	<p>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>	
Weekend and holiday revision funding and resourcing	<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 in English and Maths for Year 11 pupils.</p>	1, 2, 3, 4, 6, 7
As part of the Period 6 programme:(3:00–3:45 Mon/Wed/Thurs, 3:00-3:30Tues/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.	<p>105 pupils are pupil premium in KS4 which is 30% of the pupil premium cohort</p> <p>57 in Year 10</p> <p>48 in Year 11</p>	1 to 7
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.	<p>Although there was a strong improvement at grade 4 and 5 in English for FSM/ DP students in 2022 GCSE results, with a 6% improvement at grade 4+ and 8% at 5+, the gap in 2022 between Non DP</p>	4, 6

	and DP at 4+ remains similar to 2019 and has widened at 5+.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial assistant for uniform, subsidised trips and educational materials	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	1, 3, 7
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 PP students when they are required.	1, 3, 7
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. This is offered in the Summer term once New Directions have completed all Year 11 1-1 CEAIG meetings and Destination report complete. All Year 11 students receive independent	Regular monitoring of career guidance and how PP pupils are responding to this for instance a change in ambitions and goals. Last year there were 6 pupils classed as NEET (one was long term illness awaiting procedure, another was dual registered but remained on our NEET figures), and 100% of pupils completed at least one application form.	1-7

1-1 CEAIG meetings from New Directions and PP students may have a follow up meeting if required with any spare time slots at the end of the cycle.		
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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.

EBacc entry was 9.26%, which is lower than in 2019 across the whole school not just with our disadvantaged pupils, but 3-5% above the target we had aimed for in 2022.

Overall attendance in 2021/22 was 89.2%, which is Higher than in the previous year at (88.2 %), 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 and persistent absence was 60.4% against whole school 33%, 27.4% higher than the whole cohort. These gaps are 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

Measure	Disadvantaged pupils 2018	Disadvantaged pupils 2019	Disadvantaged pupils 2022
Number in group	48	51	54
A8	29.63	35.78	36.74
A8 English	7.92	8.59	8.11
A8 Maths	5.42	7.06	7.48
A8 Ebacc	7.52	9.75	9.96
A8 Open	8.78	10.33	11.19
P8	-1.18	-0.67	-0.49
P8 English	-0.58	-0.32	-0.48
P8 Maths	-1.27	-0.51	-0.19
P8 Ebacc	-1.35	-0.73	-0.58
P8 Open	-1.36	-0.96	-0.63
Basics at Grade 4	19	47.06	48.15
Basics at Grade 5	4	23.53	24.07
Entered EBACC	4	9.8	9.26
EBACC Good	0	4	7.41
EBACC Strong	0	2	7.41
Ebacc APS	2.2	2.9	2.94

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.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. See our Year group pages on the school website for up to date information for each year group, in particular the knowledge, skills and understanding they will learn throughout the year in every subject.
- Utilising support from our local Mental Health Support Team to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. This includes:
 - 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.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- 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.

We seek the support of outside agencies to support PP learners. For example, our work with the Access Project specifically targets and supports PP students to develop soft skills such as independence, self-efficiency and knowledge around revision and higher education to help them access college and university pathways better enabling our PP cohort to reach their full potential and widen choices around their future leading to improved life chances.