Woodbrook Vale School 2023/24

School overview

Detail	Data
School name	Woodbrook Vale School
Number of pupils in school	844
Proportion (%) of pupil premium eligible pupils	19.07%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Rachael Fraser Headteacher
Pupil premium lead	Peter Hayes Deputy Headteacher
Governor / Trustee lead	Ali-Reza Bhojani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,000
Recovery premium funding allocation this academic year	£23,000
Pupil premium funding carried forward from previous years	£28,000
Total budget for this academic year	£197,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Additionally, all students, irrespective of background will have equal accessibility to all additional school based activities through pastoral and character learning opportunities. Including extra curricular activities. Students will have valuable careers support to ensure that they are able to move on to an appropriate and aspirational post 16 offer that meets with their skills and interests.

The focus of our pupil premium strategy is to support disadvantaged students to achieve their goals, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable students, regardless of whether they are eligible for pupil premium funding.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for all students nationally. This intervention will not only happen in lessons but also through our 'Keeping on track' initiative using recovery funds made available for this academic year.

Our approach will not be generalised; it will be reflective of individual circumstances and needs. Our key to the success of this strategy is understanding our students and their families well, building relationships that are collaborative and working together to improve outcomes for young people. In order to achieve this, we will;

- Ensure disadvantaged students are challenged in the work that they're set
- Act early to intervene at the point need is identified, specifically in relation to attendance as well as progress.
- Ensure that disadvantaged students engage with character led opportunities such as the extra curricular offer, additional tutoring and the Futures Award in line with their peers.

All approaches taken to help reduce the gap will be evidence informed. The latest information from the Education Endowment Foundation gives advice on how to plan, implement, monitor, and sustain an effective strategy. The advice and guidance can be found here. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students last academic year continued to be lower than non disadvantaged students in the school. This gap needs minimising, and specific work is to be done to ensure that disadvantaged students and their families value education more. The overall FSM6 attendance in 2021/2022 was 86.7% The overall school attendance was 92.25%. In 2022/2023 this figure dropped to 84.2% with whole school being 92.2%. Year 11 FSM6 attendance was 77.2%.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Teaching and Learning continues to be a strength at Woodbrook Vale, however low prior attainers do not progress as well as middle and high prior attainers. The disadvantaged cohort dominates the low prior attainer group for 2023/24.
4	Our observations suggest some students lack metacognitive / self-regulation strategies when faced with challenging tasks, along with evidence of their other character traits, such as resilience, initiative and the confidence to lead. Extensive work on climate and culture including the Woodbrook Vale Futures Award is yielding improvements, but there continues to be work to be done to ensure that additional support is in place for individual cases where these skills prove particularly challenging.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2023/24, the progress measures for pupil premium students more closely match national non-pupil premium than in the previous year.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests through Accelerated Reader demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of their non disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny as well as their willingness to read aloud in class. AR used effectively across all of KS3.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects as well as engagement in character education provisions.	Disadvantaged students continue engage in the Futures Award in line with non disadvantaged students – this was not yet evident from 2022/23. Disadvantaged students engage with the extra curricular offer including Duke of Edinburgh, Community week, and Student Leadership, among other programmes on offer. Teachers will report growing levels of resilience, higher numbers of students managing stress better and more students engaging in their class discussions, showing greater levels of confidence in their learning. ATL analysis will indicate that disadvantaged students have similar ATL in lessons to non disadvantaged students.
To achieve and sustain improved progress for all students who have not engaged with learning previously	Sustained progress by 2023 2024 academic year, data snapshots and KS4 external data sources. Also demonstrated by • Attendance at revision/intervention sessions/ 1:1 tuition – use of 'prom points' and incentives to motivate. • Data analysis indicates the gap between the achievement of disadvantaged students at WBVS and the national non disadvantaged is narrowing. • All students have access to all resources they need to access the curriculum fully.
To achieve and sustain improved attendance for all students, particularly	Sustained improved attendance demonstrated by: • the overall absence rate for all students to be reduced and the attendance gap between disadvantaged students

| our disadvantaged students. | and their non disadvantaged peers to be reduced from last academic year. |
| | • the percentage of all students who are persistently absent to be reduced and the figure among disadvantaged students reflective of their non disadvantaged peers. |

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing of HLTAs to focus on literacy and numeracy. These colleagues will work with students in lessons, provide small group interventions and also work with individual students to offer support.	The use of teaching assistants in learning can prove a +4 months progress if deployed effectively, therefore it is important that HLTAs are deployed effectively for in class learning as well as small group interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
KS3 literacy intervention through Accelerated Reader. Improving reading age and comprehension in order to enable students to access all areas of the curriculum with more confidence and competence.	Reading comprehension strategies help students to learn a range of skills to understand the context of the text they must learn. It will help them to develop skills such as developing questioning, identifying key points and summarising content. This strategy can improve student progress by 6 months. As a consequence of improved ability, we aim for this to also improve students confidence to read aloud to their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	2, 3

	toolkit/reading-comprehension-strategies	
	Additional reading tests to be added in Year 8 for this academic year as a method of early identification for reading support	
Ensuring that all students, whatever their disadvantage, have accessibility for a full and varied curriculum. This is accomplished by ensuring that all students have access to the equipment they need to learn as well as implementation for tracking systems to ensure that students are performing in line with their peers. This includes supporting the funding towards the schools centralised recording systems. Administrative support focusing on the attendance, behaviour and welfare of students who are eligible for pupil premium funding.	The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy Funding includes part payment for the schools new Family support worker who will work with families to help students reengage with education.	3, 4, 5

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

Budgeted cost: **£ 40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting individual student needs to support improved academic attainment, for example funding of music lessons, cultural visits, curriculum visits, external speakers with the aim of broadening aspirations.	Specific programmes such as the Scholars Programme through the Brilliant Club aim at broadening aspirations for disadvantaged pupils who may choose to aim for university. Impact reports are available on the website https://thebrilliantclub.org/the-scholars-programme/	1, 3, 4

Such programmes as the Scholars Programme are an example	There is currently limited evidence for the impact of Aspiration Interventions, however it has been cited by EEF as an intervention worthy of reference with further research being completed to evidence this https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Recovery premium - Engaging with the in school tutoring programme to provide a comprehensive programme of school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged. This is also a response following the in school student voice data collection in which students valued in school tuition rather than small group tuition with adults they did not have an existing relationship with.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 5
Formative assessment practices Improved through e-versions of question level analysis style feedback. QR snap now renamed as We Assess being developed through the year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Research suggestions that disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Teachers will teach students how to use We Assess to provide feedback and for students to understand their own learning.	

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional funds to support staffing for student individual needs related to challenges that they may be facing. This may include academic support such as the funding of concessions testing or careers advice, or related more to SEMH ore behavioral needs such as accessibility to counselling, motivational speakers or bespoke packages for students.	EEF guidance has shown that specific behavioural interventions can have a notable impact on engagement in learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The aim of external interventions is to scaffold support for young people to self regulate themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Funding of attendance monitoring initiatives, to support EWO interventions to work with parents to reduced the percentage of persistent absences.	The DfE cite Educational Welfare Officers and an appropriate method used by schools to support with attendance concerns https://www.gov.uk/school-attendance-absence	1
Contingency fund to support with needs that arise throughout the year. This might include the purchase of technology, CPD initiatives and parent meetings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

Total budgeted cost: £197,000

Part B: Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress 8 for disadvantaged students at Year 11 was - 0.4 compared to -0.5 in 2022 and -0.38 in 2019, the A8 score was 3.4 (new measure so no comparative data) 46.4% of disadvantaged students achieved a grade 4 or above in both English and maths and 25% a grade 5+ in both English and maths, both measures higher than 2019 results.

Pupil Premium attendance data was lower than whole school attendance data, this is reflective of the majority of 'vulnerable' pupils as identified by the local authority (LAC, CiN, CP, Early Help, those with a social worker) also fell into the PP category. Attendance for PP students was 84.2% (NA 85.3%) compared to whole school figure of 92.2% with Year 11 students considerably below other year groups with an attendance of only 77.2%. This clearly remains a focus for academic Year 2023/24.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, we had some students, especially in Year 11 who remained persistent absentees. We worked with the local authority and social services to support students and families but the impact of lockdowns and students refusing to come to school was evident.

The purchase of Accelerated Reader for Year 7, Year 8 and Year 9 has enabled 42% of PP students to improve their reading age above the expected amount between Year 7 and Year 9 compared to 40% of non PP students making above the expected amount.

A key area of focus in previous strategy statements was to support students to fully engage in the character education curriculum through the introduction of Futures and Future Leaders Award. Engagement in this has been high for PP students. However, they still on average submit less evidence for their futures award that non PP students. For 2022/23 the average pieces of evidence submitted by non PP students was 3.2 and 21% of students achieving the award, for PP these figures drop to 2.7 and 19%. This will remain an objective for 23/24.

Further information

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: • Robust CPD programme for staff in which teaching and learning is a focus, along with restorative practices. With the intension of continuing to build relationships between staff and students to promote better outcomes. An additional CPD focus for 23/24 has been based around relationship practices and training from Hannah Hall from When the Adults Change Everything Changes has helped this. • Utilising support from the pastoral systems in school as well as accessing local authority interventions as required. This involves working collaboratively with colleagues from different services to ensure packages of support meet the needs of young people and have impact. • Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as The Futures Award, The Duke of Edinburgh's Award, and other extra curricular opportunities, will focus on building character traits such as resilience, leadership and initiative. Disadvantaged students will be encouraged and supported to participate.