



Woodbrook Vale School 2022 2023

School overview

Detail	Data
School name	Woodbrook Vale School
Number of pupils in school	832
Proportion (%) of pupil premium eligible pupils	19.04%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Rachael Fraser Headteacher
Pupil premium lead	Peter Hayes Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,328
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,786
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	£181,574

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 access to all additional school based activities through pastoral and character learning opportunities, including extra-curricular activities. Students will have careers support from a qualified expert 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 attaining. We will consider the challenges faced by all vulnerable students, regardless of whether they are eligible for pupil premium funding and fund high quality interventions to try and overcome those challenges.

High quality teaching is at the heart of our approach, using strategies which have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged students in our school. (Using EEF Intervention Toolkit Research) 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 are set and are given significant formative assessment and the use of easy access bespoke IT based applications
- 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p> <p>The overall FSM attendance in 2021/2022 was 86.7% The overall school attendance was 92.25%.</p>
2	<p>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.</p>
3	<p>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 dominate the low prior attainer group.</p>
4	<p>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.</p> <p>The Woodbrook Vale Futures Award is closing this gap, 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. Last year, in Years 8 and 9, PP students performed in line with non PP students We are now in our fifth year of roll out and all year groups are now engaging.</p>

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
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Improved attainment among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2022/23, the gap between pupil premium students and national non premium students is lower than 0.3 (P8)
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
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects as well as engagement in character education provisions.	Disadvantaged students engage in the Futures Award in line with non disadvantaged students Disadvantaged students engage with the extra curricular offer including Duke of Edinburgh, 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.
To achieve and sustain improved progress for all students who have not engaged with learning as well as other during periods of lockdown and isolations	Sustained progress by 2022 2023 academic year data snapshots and KS4 external data sources. Also demonstrated by <ul style="list-style-type: none"> • Attendance at revision/intervention sessions • 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 our disadvantaged pupils.	Sustained improved attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all students to be reduced and the attendance gap between 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: £111,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3
<p>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.</p>	<p>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.</p> <p>As a consequence of improved ability, we aim for this to also improve students confidence to read aloud to their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 3
<p>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.</p>	<p>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.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-</p>	3, 4, 5

<p>This includes supporting the funding towards the schools centralised recording systems.</p> <p>Administrative support focusing on the attendance, behaviour and welfare of students who are eligible for pupil premium funding.</p>	<p>accountability#developing-and-delivering-an-effective-strategy</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Such programmes as the Scholars Programme are an example</p>	<p>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.</p> <p>Impact reports are available on the website</p> <p>https://thebrilliantclub.org/the-scholars-programme/</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 3, 4</p>
<p>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</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>3, 5</p>

<p>significant proportion of the students who receive tutoring will be disadvantaged.</p> <p>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.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 or behavioral needs such as accessibility to counselling, motivational speakers or bespoke packages for students.</p>	<p>EEF guidance has shown that specific behavioural interventions can have a notable impact on engagement in learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>The aim of external interventions is to scaffold support for young people to self regulate themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Funding of attendance monitoring initiatives, to support EWO interventions to work with parents to reduced the percentage of persistent absences.</p>	<p>The DfE cite Educational Welfare Officers and an appropriate method used by schools to support with attendance concerns</p> <p>https://www.gov.uk/school-attendance-absence</p>	<p>1</p>

Contingency fund to support with needs that arise throughout the year. This might include the purchase of technology, CPD initiatives or individual student interventions		1, 2, 3, 4, 5
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Total budgeted cost: 181,500

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.

Progress 8 for disadvantaged students at Year 11 were -0.5 compared to -0.38 in 2019, however the A8 score was 40.84 compared to 30.87 in 2019. 50% of disadvantaged students achieved a grade 4 or above in both English and maths and 34.4% a grade 5+ in both English and maths.

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 87.6% compared to whole school figure of 93.5% this is clearly a focus for academic Year 2022/23.

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, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The purchase of Accelerated Reader for Year 7 and Year 8 has enabled 80% of PP students to improve their reading age above the expected amount. The continuation of the Accelerated reader programme for 2022/23 will support students in the whole of KS3.

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 extremely high for PP students. In order to support students to achieve their award, interventions were positively discriminated which resulted in all students, whatever their background, had accessibility to a robust character curriculum.

Our assessments 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 will continue to build on that approach with additional resources and access to relate councillors, staff training for ELSA and mental health support.

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.
- 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.
- 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, Community Google Classroom and other extra curricular opportunities, will focus on building character traits such as resilience, leadership and initiative. Disadvantaged pupils will be encouraged and supported to participate.