

# Woodbrook Vale School 2021 2022

## School overview

Detail	Data
School name	Woodbrook Vale School
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	19.04%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Rachael Fraser Headteacher
Pupil premium lead	Rebecca Moors Assistant Headteacher
Governor / Trustee lead	Tim Birkinshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159230
Recovery premium funding allocation this academic year	£22910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32447
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214587

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, 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 pupils, irrespective of background will have equal accessibility to all additional school based activities through pastoral and character learning opportunities. Including extra curricular activities. As well as ensuring that all students 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 pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 pupils 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 disadvantage pupils 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 pupils.

Challenge number	Detail of challenge
1	<p>The attendance of disadvantaged students last academic year continued to be lower than non disadvantaged pupils in the school. This gap needs minimising, and specific work is to be done to ensure that disadvantaged pupils and their families value education more.</p> <p>The overall PP attendance in 2020/2021 was 88.7% The overall school attendance was 91.73%. These figures are impacted by the C coding DfE directive for the second school closure, where many vulnerable pupils were also PP pupils.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils 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. Disadvantage cohort dominate the low prior attainer group.</p> <p>This has identified a need to ensure that knowledge or how to best teach low prior attainer students in curriculum areas is a priority moving forward.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils 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 (in Year 8, PP outperformed non PP) We are now in our third year of roll out and all year groups are now engaging.</p>
5	<p>The gaps that have resulted from periods of isolation and school closures have grown between disadvantaged and non disadvantaged students.</p> <p>The intervention in academic year 2020 2021 from the government issued catch up premium demonstrated that those that were able to access their interventions favoured a lesson 7 approach to interventions with teachers that they were familiar with rather than a tutoring approach. 78% felt that they had made progress from these sessions. Consequently the 'teacher led tutoring' program will be implemented in a similar way for academic year 2021 2022.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2021/22, Disadvantaged pupils will perform in line with national average KS4 performance with a specific focus on low prior attainers
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.	<p>Disadvantaged pupils engage in the Futures Award in line with non disadvantaged pupils</p> <p>Disadvantaged pupils engage with the extra curricular offer including Duke of Edinburgh, Student Leadership, among other programmes on offer.</p> <p>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.</p>
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	<p>Sustained progress by 2021 2022 academic year data snapshots and KS4 external data sources. Also demonstrated by</p> <ul style="list-style-type: none"> <li>• Attendance at additional lesson 7 offer</li> <li>• Data analysis that disadvantaged students perform in line with national average for all students</li> <li>• All students have access to all resources they need to access the curriculum fully.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained improved attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils for non Covid reasons to be reduced and the attendance gap between disadvantaged pupils and their non disadvantaged peers to be reduced from last academic year.</li> <li>• the percentage of all pupils who are persistently absent to be reduced and the figure among disadvantaged pupils reflective of their non disadvantaged peers.</li> </ul>

## 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: **£153087**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing of 4.3 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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</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</p>	3, 4, 5

<p>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>This includes supporting the funding towards the schools centralised recording systems.</p>	<p>technology and educational materials' Without these, PP students would not be able to engage in their learning fully.</p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy</a></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><a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1, 3, 4</p>
<p>Engaging with the Teacher Led Tutoring programme to provide a comprehensive programme of school-led tutoring for pupils whose education has been most impacted by the</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><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 5</p>

<p>pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>This is also a response following the in school pupil 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>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £29500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of 5 Inclusion Champion TLRs for colleagues with specific focusses to support individualised interventions. For example, Character lead, engagement lead, attendance lead (x2) and parent liaison lead.</p> <p>These posts have been designed specifically for the needs of the students and the school to support engagement in school and progress in learning.</p>	<p>Positive relationships with parents have a significant impact on student engagement in learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>DfE guidance on supporting improved attendance raises the importance of supporting ‘with dignity’ this requires a holistic approach in which parents are engaged with effectively, interventions are appropriate to the individual student needs and outcomes are measured.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Additional funds to support staffing for student individual needs related to challenges that they may be facing. This may include academic support such</p>	<p>EEF guidance has shown that specific behavioural interventions can have a notable impact on engagement in learning</p>	<p>3, 4</p>

<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>The aim of external interventions is to scaffold support for young people to self regulate themselves</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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><a href="https://www.gov.uk/school-attendance-absence">https://www.gov.uk/school-attendance-absence</a></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</p>		1, 2, 3, 4, 5

**Total budgeted cost: £214587**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2019/20 years in key areas of the curriculum. EBacc entry was 70.8%, which is higher than the previous academic year

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. During the 2021 school closure, if they chose not to attend school, they were coded as C as per the DfE guidance which counted as an absence when non vulnerable students were not. Therefore this has significantly skewed the data for PP which sits at 5% below whole school attendance. This continues to be a significant area of development and benefit from further investment for 2021/22.

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 engagement of disadvantaged pupils in lesson 7 provision was encouraging and has resulted in both improved confidence and attainment, this provision was targeted at the 2020/21 year 10 cohort (current y11) as such we are hoping to see the impact of Covid minimised in the 2021/22 academic results.

The purchase of Accelerated Reader for year 7 has enabled 78% year 7 PP students to improve their chronological reading age, assessed through the accelerated reader assessment tool, this had demonstrated the need for the intervention to continue through to KS3 and is a priority for 2021/22

A key area of focus in the previous strategy statement 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 fact PP students in year 8 outperformed non PP by 10%. 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 are building on that approach in our new plan.

## 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.