

# Pupil premium strategy statement – Fir Vale School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	993
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	18.12.24
Date on which it will be reviewed	1.4.25
Statement authorised by	Rachel Smith (Headteacher)
Pupil premium lead	Aby Charlton (Deputy Headteacher)
Governor / Trustee lead	Richard Edwards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£751,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£751,800

# Part A: Pupil premium strategy plan

## Statement of intent

Fir Vale School is a culturally diverse school in one of the most deprived wards in the country, with over 70% of our students in receipt of the pupil premium grant.

Our intention is to ensure all students, regardless of socio-economic background are given the opportunity to succeed within and beyond the curriculum.

Aspirations will be raised through high expectations for attendance, achievement and opportunity. We prioritise students' mental health and well-being, and relentlessly care for our students and ensure they have access to the best services and support.

We prioritise high quality teaching & learning; recruiting the best teachers and support staff. We will ensure disadvantaged pupils are challenged in the work that they're set. Through regular assessment, students will know where their gaps in knowledge and skills are and work quickly with staff to catch up to their peers. Students will leave school having studied a rich curriculum, engaged in wider school activities and prepared for their next steps in education and training. We will ensure all our students are ready for this transition and are equipped with the skills to support them for this and in later life.

## Challenges

This details the 7 key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	<b>Attendance</b> – Data indicates that attendance of disadvantaged pupils is at least 10% lower compared to non-disadvantaged pupils. 57% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during term 1. The gap over time is widening. Absenteeism is negatively impacting disadvantaged pupils' progress.
2.	<b>GCSE Outcomes</b> – Progress 8 trends over the last 3 years are around -1.3 for disadvantaged pupils. Attainment 8 trends over the last 3 years are around 17 points for disadvantaged pupils and 38 points for non-disadvantaged students. Prior attaining high ability students need swift intervention to ensure they maximise outcomes at KS4. Attendance and aspiration have a significant impact on our outcomes.
3.	<b>Literacy</b> – KS2 prior attainment scores are below national for all measures. Approximately 20% of our disadvantaged pupils arrive in Y7 having not even accessed the KS2 SATs, with the other 80% below national standard. 33% of our PP students on entry have a reading age below 8yrs.

4.	<b>Cultural Capital</b> – students have not had the life chances and opportunity to engage in activities compared to more affluent families. Many have not visited key indicators of exposure to different life experiences, for example, a theatre, beach, zoo, countryside, theme park, residential or travelled for holiday within the UK or abroad.
5.	<b>Hardship</b> – many of our students are not ready for learning or school life. This includes their standards and quality of suitable uniform, school equipment. Many of our students are hungry and thirsty and do not make healthy choices.
6.	<b>Additional needs</b> – Our largest identified need is SEMH (social, emotional & mental health). There are also significant challenges with physical health (hygiene, teeth, skin & hair). SpLD (speech, language and development) and MLDs (moderate learning difficulties/accessing literacy and numeracy) are also very high. Over 90% of our SEND cohort are also PP, making them significantly disadvantaged.
7.	<b>Behaviour</b> – our highest group of students who are suspended or permanently excluded are PP boys, with SEND. Common behaviour traits are physical/verbal abuse, and defiance.

## 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
1. Improved attendance and persistent absence for a PP cohort	Attendance and persistence absence gap has narrowed between a PP and non-PP cohort compared to last year.
2. Increased Attainment for our PP students; particularly in English and Maths	A8 of PP pupils has improved and the gap between non-PP has narrowed compared to previous year.
3. Improved reading comprehension for KS3 PP students	Reading tests (NGRT) demonstrates improvement in reading data. More PP students are catching up to their peers.
4. Students have the opportunity to access learning and enrichment beyond the curriculum	At least 70% of all students who have accessed an opportunity beyond the curriculum are PP.
5. All students look smart and are ready for learning	All students are purchased uniform and equipment on entry, disadvantaged students are supported further with the hardship fund when necessary. Food is provided for breakfast/breaks.

6. Provision and intervention for SEND and significantly vulnerable students will improve and be prioritised.	A successful system is utilised by the inclusion team. All students who need support have a plan in place. Experts are in place to support students' physical health, mental health and learning needs.
7. Provision and intervention for PP boys with SEND is preventative and successful	PP boys with SEND cohort reduce the suspensions compared to previous year/term. Attitude and recognition for these students is improved.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £460,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Key staff: <ul style="list-style-type: none"> <li>Lead Practitioners in core</li> <li>Sparx leads</li> <li>Disadvantaged cohort lead &amp; support</li> </ul> (£275,000)	<a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a> Mastery learning +3 months (EEF toolkit).	1, 2, 3, 4, 6, 7
Close the word gap and develop students confidence in using key vocabulary through oracy activities. Support reading fluency and confidence with use of reader pens. (£50,000)	<a href="#">Improving Literacy in Secondary Schools</a> 'Tier 2 words are the words that create the vocabulary gap. They leave underprivileged students without the words they'll need to understand new content or express their ideas convincingly and with nuance'. ('Closing the Vocabulary Gap', Alex Quigley)	2, 3,
Subject offer scheme – Leaders to develop a strategy in their subjects to ensure students have the best equipment, resources and trips to support academic progress (£30,000)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 4

Staff CPD – effective T&L strategies to support disadvantaged students are identified as PINK tasks, live marking and use of precision seating plans  (£2,000)	<a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a>	2, 3, 6, 7
Staff CPD – understanding the disadvantaged learner (all staff)  (£1,000)	Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention”. (Effective use of the pupil premium, EEF report 2019)	1-7
Improved QA process to measure the effectiveness of the implementation of the new T&L strategies (Sisra)  (£2,000)	<a href="https://junipereducation.org/case-study-optimising-sisra-analytics-for-westcountry-schools-trust">https://junipereducation.org/case-study-optimising-sisra-analytics-for-westcountry-schools-trust</a>	2
Invest in online homework platforms, kindles and leadership to support students in consolidating their learning independently  (£100,000)	<a href="https://www.bell-foundation.org.uk/resources/great-ideas/using-ict/">https://www.bell-foundation.org.uk/resources/great-ideas/using-ict/</a>	2, 3, 5

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

Budgeted cost: £215,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Academic tutoring programmes (Tutor50/external tutors/YippiYap)  (£50,000)	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	2
KS4 Targeted afterschool/Saturday/holiday interventions (Pizza)  (£10,000)	<a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2

<p>KS4 Targeted curriculum interventions – additional staffing</p> <p>(£30,000)</p>	<p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>“Complement high quality teaching with carefully selected small-group and one-to-one interventions”. (EEF, 2020)</p>	2
<p>KS3 lexonix staffing and CPD to deliver small group interventions to improve reading comprehension/phonics with a reading age below 10</p> <p>(£part of SEND costing below)</p>	<p><a href="#">Improving Literacy in Secondary Schools EEF</a></p> <p><a href="https://lexonik.co.uk/resources/success-stories">https://lexonik.co.uk/resources/success-stories</a></p>	2, 3, 6
<p>Oracy – develop language in the classroom using word vocabulary (CPD) and voice 21 (external)</p> <p>(£5,000)</p>	<p><a href="#">word-gap (Oxford University Press)</a></p>	2, 3,
<p>Source a medical professional to support the physical health of our students (teeth, skin etc)</p> <p>(£10,000)</p>	<p><a href="https://www.gov.uk/government/collections/healthy-child-programme">https://www.gov.uk/government/collections/healthy-child-programme</a></p>	1, 2
<p>Develop a numeracy catch up programme for Y7 based on KS2 data</p> <p>(£5,000)</p>	<p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 6
<p>Employ an inclusion co-ordinator to work with student who have SEMH and struggle to engage with school</p> <p>(£45,000)</p>	<p><a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p> <p><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a></p> <p><a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a></p>	1, 6, 7
<p>Utilise the step into teachers scheme to support the SEND structure and provide 1-1 interventions for students who are SEND and PP through additional staffing.</p>	<p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p>	1, 6, 7

(£60,000)	Assessment of SEND students (who are twice as likely to be PP) should be regular and purposeful rather than a one-off event and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child". (EEF, 2020)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hardship – purchase uniform and equipment for all students on entry. Offer additional support to those who are PP and have multi-siblings. (£50,000)	<a href="https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf#page=8">https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf#page=8</a>	5
Develop a breakfast club provision providing food and activities every morning before school (£20,000)		1, 2, 7
Saturday school provision (warm/safe space to learn) (£costing in interventions budget)	Extending school time (after school interventions) have a 3+ month impact	2, 3, 5, 6
Aspiration – Guest speakers/mentors/ and external visits for all, additional for PP students (£20,000)	Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress.  Arts/Sports participation has a 3+ month impact (EEF toolkit).	1, 2, 4
Alongside the school attendance plan, select short term target groups to monitor and have impact with e.g. Y8, PP, SEND, Boys (£5,000)	<a href="#">Working together to improve school attendance.</a>	1, 2

**Total budgeted cost: £ 760,000**