Pupil premium strategy statement

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	Saffron Valley Collegiate
Number of pupils on roll *(NB: throughput will be a much greater number, due to the nature of the school.)*	213
Total number of pupils eligible for PPG	FSM: 95 , CLA: 14
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Gill LaRocque Headteacher
Management Committee lead	David Johnston, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM: £61,090.00.00 , CLA: £23,108.00
Recovery premium funding allocation this academic year	£54,303.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£138,501.00

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. 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, many of whom will have missing months or years of education.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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 their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

· ensure disadvantaged pupils are challenged in the work that they're set;
· act early to intervene at the point need is identified;
· adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At SVC, all staff are aware who the PPG pupils are and we regularly monitor their progress. SVC is also aware that many of our pupils who are disadvantaged and/or vulnerable do not qualify for PPG, or may not be registered for free school meals. PPG is therefore allocated to support teaching and learning across the wider curriculum, as well as individualised support including therapeutic services to support social/emotional progress.

Our strategy is focused on:
- Raising attendance;
- Providing a personalised engaging curriculum;
- Delivering therapeutic support.

Challenges

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

Challenge number	Detail of challenge **Implicit throughout are concerns around safety: extra-familial and emotional wellbeing**
1	Poor attendance Many pupils arrive at SVC with no, or a very low, baseline for attendance. Many pupils have become disengaged from learning. Pupils within the provision for emotionally based school refusers will have long-standing and complex issues.
2	Unidentified / unaddressed learning needs Many of our young people present with periodic or long-term absences from school, which has historically impacted on the ability to fully assess and address their needs. One of the most common unaddressed needs is speech, language and communication.
3	Low literacy levels Assessments and observations indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers, below age related expectation. This is true of our pupil cohort.
4	Ability to demonstrate appropriate behaviour for learning Pupils present with limited, or no, understanding of expectations within the learning environment. Many are typically used to acting out and initially demonstrate an inability to focus in lessons. In addition, we have EBSR learners whose passivity and lack of confidence impact on their ability to maximise learning opportunities.
5	Lack of access to home learning resources Many families struggle to access IT related resources to complete home leaning, due to financial constraints or having to share limited resources with a number of siblings. A significant number of our pupils due not have access to suitable learning spaces within their home.
6	Poor motivation for learning It is commonplace for our pupils not to see themselves as learners. Many have low levels of motivation for learning because they have not yet developed a passion for acquiring knowledge and skills. We aim to provide our young people with an engaging curriculum that is rich in cultural capital.
7	Unidentified/unaddressed mental health or wellbeing needs The overwhelming majority of our young people have experienced historic trauma or are currently living in a context that feeds uncertainty and fear. We acknowledge their behaviour, (however challenging), as communication and seek to present them with appropriate therapeutic options to support them to deal with their individual circumstances.
8	Lost learning due to the pandemic Many of our current cohort would not have attended their mainstream school during the school closure period. Others made a poor transition to secondary school, as a result of the pandemic and/or did not settle into school routines. This has undoubtedly had a negative impact on their learning.

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
	All pupils supported to make a successful transition to mainstream school, appropriate specialist provision or post-16 destination.
Improved attendance	• Improving attendance baseline. SVCs attendance is well above PRU national average (67.5%). A significant number of pupils achieve attendance above 90% following appropriate interventions. • Narrowing the attainment gap
Identify and address needs that form a barrier to learning – including therapeutic support	• Early identification of individual need, ideally at the point of induction. • Staff are able to use translate learning from CPD into classroom practice. • Pupils are able to access therapeutic support as part of their personalised offer – this may be delivered in their provision. There is a range of support to address a variety of needs. • Targeted and timely academic interventions to enable learning • Pupils responding positively by attending regularly, making good academic and social / emotional progress • Teaching teams receive CPD that enables them to understand and cater for pupils with a range of SEND. • Lessons are differentiated at the point of planning. Access arrangements are well matched to the typical day-to-day adjustments made for pupils. • Narrowing the attainment gap
Increased literacy levels	• Improvement in skills to facilitate learning across the curriculum • Narrowing the attainment gap
Improved behaviour for learning	• Pupils increased understanding of Be ready, Be Respectful, Be Safe • Improved access to learning • Improved relationships with staff and other pupils, less incidents • Narrowing the attainment gap
Equality of access to home learning resources	• Support pupils with access to devices and, in some instances, WIFI

	• Uptake on extended learning outside of the classroom
	• Enhanced IT exposure and understanding by pupils
	• There is equality of access to IT (hardware and software) to enable all pupils to continue learning outside of the classroom.
	• Where the home situation is not conducive to home learning, the provision is in a position to provide extended learning space
	• Narrowing the attainment gap
Improved motivation for learning	• Pupils see themselves as learners and develop effective learning skills.
	• Young people enjoy engaging in a diverse curriculum.
	• Pupils learn to take risks in their learning and develop a growth mindset.
	• As a result, pupils make good progress.
Pupils catch up on lost learning (as a result of the pandemic or historic poor attendance.	• Key gaps in knowledge and skills, are identified and addressed.
	• Pupils are supported to identify where they have made good progress.
In addition:	

In addition:

— Fund targeted support and activities as determined during PEP reviews and other professional meetings, e.g. individual tuition, practical/vocational activities, etc. All support to be agreed by SLT, SENCo, pupil and parent/carer and social care, (where appropriate).

Activity in this academic year

Here are some examples of how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above. **There is more detail included in our Funding Priorities document.**

Teaching (for example, CPD, recruitment and retention
Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation**	**2, 3,9**

Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: **https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4**	**3**
We will fund professional development and instructional coaching focussed on each teacher's subject area.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf	**2, 3, 6**

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	**2, 3, 8**
Reading comprehension strategies	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	**2, 3, 8**

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	**1, 6**
Behaviour interventions	Both targeted and universal approaches have positive overall effects. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.	**4, 6, 7**
Metacognition and self-regulation	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	**4. 6**
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	**All**

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 2022 to 2023 academic year.

The outcomes we aimed to achieve in our previous strategy were not fully realised due to the ongoing impact of the COVID pandemic.

This year exam grades returned to the 2019 standard as part of the DfE's desire to reduce the grade inflation that occurred as a result of Teacher and Centre Assessed Grades. The impact of this has been a fall of almost 7% in students achieving 5 grades 9 - 4 including English and Maths which is reflective of the national picture. Despite this, the majority of our pupils achieved sufficient accreditation to enable them to successfully progress to post-16 provision.

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. The pupils with historic poor attendance found it particularly difficult to establish positive patterns of attendance and punctuality. 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.

Summary of Pupil Progress (academic) data 2022-23

	English			
	Against baseline		Against previous half term	
	ALL pupils	**PPG eligible**	ALL pupils	**PPG eligible**
% pupils making Exceeded progress	46.51	**35.71**	25.58	**21.43**
% pupils making good or better progress	67.44	**71.43**	25.58	**21.43**
% pupils making sustained or better progress	90.70	**78.57**	88.37	**71.43**
% pupils making no progress	9.30	**21.43**	11.63	**28.57**

	Maths	
	Against baseline	Against previous half term

	ALL pupils	PPG eligible	ALL pupils	PPG eligible
% pupils making Exceeded progress	16.28	**14.29**	32.56	**28.57**
% pupils making good or better progress	51.16	**50.00**	32.56	**28.57**
% pupils making sustained or better progress	81.40	**71.43**	95.35	**85.71**
% pupils making no progress	18.60	**28.57**	4.65	**14.29**

Year 11 examinations

	No. on roll	% Eng 4+	% Eng 3+	% Maths 4+	% Maths 3+	% Eng & Maths 4+	% achieved 5 grades 9 to 4 inc. E & M	% achieved 5 grades 9 to 1	% achieved at least one GCSE/equiv.	% achieved any public accreditation at any level
All pupils	77	27.3%	50.6%	19.5%	40.3%	13.0%	9.1%	29.9%	81.8%	85.7%
PPG eligible	**24**	**25.0%**	**62.5%**	**16.7%**	**33.3%**	**4.2%**	**4.2%**	**33.3%**	**91.7%**	**91.7%**

Further information

SVC has been included in the **DfE Alternative Provision (AP) Specialist Taskforce 2- year pilot**, which runs until August 2023. This programme has funded a multi-agency team to be co-located with SVC school leaders and provide targeted interventions to SVC pupils. This team has consisted of:

- A Speech and Language Team – consisting of a therapist and two assistants
- A Mental Health Lead coordinating a team of therapists from a number of disciplines
- A Family Worker
- A Youth Worker
- A YOS Worker
- A Post-16 Transition Worker

The team will be joined by a part-time Assistant Psychologist and Educational Psychologist, in academic year 2022-23.

It is clear that the Specialist Taskforce have had a fundamental impact on the SVC offer.

The programme has now been extended to March 2025.

The PRU also participated in **School Led-Tutoring** programme, employing an academic mentor, which funded targeted academic sessions for pupils to prepare them for the public examinations.