

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 during academic year	178
Total number of pupils eligible for PPG	FSM: 86 , CLA: 16
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	Summer Term 2025
Statement authorised by	Gill LaRocque Headteacher
Governor / Trustee lead	David Johnston, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM: £44,882.50 , CLA: £8,636.50
Recovery premium funding allocation this academic year	£48,300.00
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	£101,819.00

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, looked after 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 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 an 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
1	<p><u>Poor attendance</u></p> <p>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 avoiders will have long standing and complex issues.</p>
2	<p><u>Unidentified / unaddressed learning needs</u></p> <p>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.</p>
3	<p><u>Low literacy levels</u></p> <p>Assessments and observations indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers, below age related expectation.</p>
4	<p><u>Ability to demonstrate appropriate behaviour for learning</u></p> <p>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.</p>
5	<p><u>Poor motivation for learning</u></p> <p>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.</p>
6	<p><u>Unidentified/unaddressed mental health or wellbeing needs</u></p> <p>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.</p>
7	<p><u>Lost learning due to the pandemic</u></p> <p>Many of our current would have 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.</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 attendance	<ul style="list-style-type: none"> • Improving attendance baseline. SVCs attendance is 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	<ul style="list-style-type: none"> • Early identification of individual need, ideally at the point of induction • Staff are able to use their 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	<ul style="list-style-type: none"> • Improvement in skills to facilitate learning across the curriculum • Narrowing the attainment gap
Improved behaviour for learning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
<p>In addition:</p> <ul style="list-style-type: none"> • 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

This details how we have spent our pupil premium **this academic year** to address the challenges listed above.

Record of PPG spending by item/project 2023/24		
Item/project	Cost	Objective
Technology	£1023	Support to facilitate individual learning.
Renewal of BKSB, My Maths, GL Assessment and Online Safety Programme	£2569	To improve numeracy and literacy skills, support assessment Online safety resources.
Dramatherapy for pupils / Creative Arts Therapeutic Mentoring	£25,795	To support and promote well-being and emotional resilience To support unidentified / unaddressed learning needs
Attendance Worker/Family Engagement	£17,000	Family and pupil engagement. Raising attendance.
Alternative providers: Road to Success/ Bright Future	£15,431	Academic curriculum not appropriate for all students and many benefit from alternative learning courses/vocational skills learning from alternative providers offering accredited courses. Provide a more engaging curriculum and prepare for post-16 transition.
Teaching Assistant	£40,000	Individual pupil support to facilitate learning To support unidentified / unaddressed learning needs

In addition, our **recovery funding** was used to address the following:

- Widening/enriching the curriculum to promote engagement
- LEXIA, including TAs to support delivery
- LEXIA rewards
- Additional teaching capacity
- EP and SALT support
- CPD for leads of teacher collaboration groups.
- Devices and connectivity for learners
- Resources for home learning, e.g. art materials, calculators, text books, writing slopes

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 2023 to 2024 academic year.

The outcomes we aimed to achieve in our previous strategy remain impacted as a result of the ongoing impact of the COVID pandemic.

Since 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, there has been an impact on the outcomes for students which is reflective of the national picture. Following last year's drop of almost 7% from the previous year in students achieving 5 grades 9 - 4 (inc English and Maths), there has been something of a recovery with a 2.34% improvement on last year. Again, 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 remain impacted due to COVID-19-related issues – most notably the transition from Primary to Secondary where the impact is being seen in the social and emotional development of students. This impact has been particularly acute for disadvantaged pupils. The pupils with historic poor attendance found it particularly difficult to establish positive peer-relationships along with dysregulated patterns of attendance and punctuality. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We continue to build on that approach.

Summary of Pupil Progress (academic) data 2023-24

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/eq uiv.	% achieved any public accreditation at any level
All pupils	62	20.97%	58.06%	19.35%	41.94%	12.9%	4.84%	45.16%	90.32%	90.32%
PPG eligible	32	15.6%	59.4%	15.6%	40.6%	12.5%	0%	37.5%	90.6%	90.6%

Further information

SVC has been included in the **DfE Alternative Provision (AP) Specialist Taskforce 2- year pilot**, which was extended into a third year where partial funding will continue until March 2025. 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
- Assistant Psychologist and Educational Psychologist

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