Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stour Valley Community School
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 to 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	R Kelly Headteacher
Pupil premium lead	C Bank Deputy Headteacher
Governor / Trustee lead	N Vosper Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,214
Recovery premium funding allocation this academic year	£0
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	£115,214

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all children, regardless of their background, starting point or aspirations, are helped to achieve their potential. We use this funding to support students on an individual or group basis, remove barriers to learning, encourage resilience and ensure positive mental health and wellbeing. We aim to close any gap in attainment and progress between students in receipt of the funding and their peers.

We recognise that not all students who are disadvantaged have been registered or have qualified for Free School Meals. To ensure equality of opportunity, Pupil Premium funding will be used to support any student, or groups of students, the school has legitimately identified as being disadvantaged, alongside Pupil Premium students. This relates to students of any academic ability.

Central to our approach is ensuring that 'quality first' teaching and learning opportunities meet the needs of all of our students, regardless of social background or specific educational need. We recognise that some students do not require any special intervention, but may benefit from extra support at specific times during their education. It is intended that a focus on highly effective teaching will promote sustained progress for both non-disadvantaged and disadvantaged students.

A key strategy is the targeting of additional support to result in every identified student being able to achieve at least their expected level of progress through full access to the curriculum and extra-curricular provision. This requires a whole school commitment to the development of disadvantaged students, which is monitored through robust data analysis, the use of specialist resources such as the National Tutoring Programme and the implementation of personalised approaches.

Challenges

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

Challenge number	Detail of challenge
1	The reading ages of disadvantaged students are generally lower than those of their peers (some are as low as 5 years). Screening takes place for all students on entry to school and then diagnostic testing takes place for identified students. Where students have a reading age below 10 years, this significantly impacts their ability to access written curriculum resources.

2	Overall attainment and progress of disadvantaged males, across all year groups, is generally lower than that of their peers. Data from primary schools, assessment on entry and lesson observations are used to identify students who have gaps in their working knowledge.
3	The attendance of disadvantaged students is consistently below that of their peers and a disproportionate percentage are Persistent Absentees. Attendance data is monitored, by year group, on a weekly basis. When students are not in school they are unable to access the curriculum effectively.
4	Although disadvantaged students make up the majority of students who are NEET, there are only 1 or 2 each year by November of Year 12, as recorded by the Local Authority. The challenge is in the number of disadvantaged students who do not complete their chosen post-16 courses, not returning after a holiday period. This affects their access to employment opportunities and exposure to encounters which are beyond their local experiences.
5	The cultural capital of disadvantaged students is generally lower than that of other students. Being situated in a rural location means that public transport is limited or non-existent, with the cost of other transport prohibitive. Access to local cultural experiences is often limited by cost and distance.
6	Through self-referrals to school-based Mental Health initiatives, and support being provided by external agencies, it has been identified that resilience, mental well-being and self-esteem are lower in disadvantaged students than their peers. The need for support increases as students get closer to taking exams and having to move on to a post-16 provider.

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
For all students to have a reading age in line with their chronological age or at least of 10 years by the start of GCSE courses so they can fully access the learning materials.	All students who have a reading age of 8.5, but below 10, years will enter Year 8 with a reading age of at least 10 years. All students who start Year 7 with a reading age below 8.5 years start their GCSE courses in Year 10 with a reading age of at least 10 years, or an improvement of at least 3 years on their starting point.
Improved overall progress made by male disadvantaged students so they are more in line with their peers.	The attainment gap between male disadvantaged and non-disadvantaged students is reduced to less than 0.5. This is based on results from 2023 with a difference of -0.9, compared to the difference for female disadvantaged students of -0.4.
Improved and sustained attendance by disadvantaged students to ensure they are able to cover all of the curriculum.	Attendance figures for disadvantaged students are improved and the current gap, 3.06% in 2022-23, is reduced. Year 10 disadvantaged students had attendance which was significantly lower than their peers. In 2022-23 the difference was 4.88%. This will allow students to have better access to the full curriculum, have a positive start to GCSE courses

	and allow them a better opportunity to target their aspirational GCSE target grades.
To reduce the number of students who do not complete post-16 courses successfully	To use the newly published DfE data on 16-18 progression to accurately measure the successful completion of post-16 courses. Consistent completion, by 2024, of an appropriate post-16 course for all students.
An increase in the number of cultural events experienced by students	For all students to be able to explain their personal involvement in a range of cultural experiences. These to be both local and national, ideally involving a mixture of school-organised visits and family events.
To reduce the number of students needing high levels of mental health support, particularly disadvantaged students	All students to be aware of support available to support their mental wellbeing but the number of individuals needing external support or high levels of internal support are reduced, whilst acknowledging that ongoing low-level support is often highly effective and reduces, or removes, the need for further referral.

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: £95,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve use of Adaptive Teaching to ensure disadvantaged male students fully engage with learning	Adaptive teaching to be used to consistently and effectively to ensure that disadvantaged male students are covering the curriculum content in a way which is appropriate to them. EEF blog: Moving from 'differentiation' to 'adaptive teaching'	EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 6
Use of an LSA to deliver the Pearson Rapid Plus scheme to students	Rapid Plus has a proven track record and stages students from emerging to confident readers. https://www.pearsonschoolsandfecolleges.co.uk/secondary/subjects/english-and-media/rapid-plus-1#faq	1

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

Budgeted cost: £5,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Bedrock Learning to promote literacy and provide regular practice	Regular use of the online literacy programme boosts vocabulary and improves reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Introduction of Pearson Rapid Plus to support the weakest readers	Rapid Plus has a proven track record and stages students from emerging to confident readers. It has age-appropriate content and is designed for KS3 readers. https://www.pearsonschoolsandfecolleges.co.uk/asset-	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National Tutoring Programme – TLC Live	Online learning is used to support students who have very low attendance, are struggling with returning to school or need additional academic support. TLC Live have worked successfully with students at the school for a number of years. https://www.tlclive.com/school-tuition	2, 1, 3, 6

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

Budgeted cost: £14,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled time for Mental health Champion to be able to meet with students during the school day	Working with a known, trusted adult in a familiar environment is an effective way to support mental wellbeing. https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already	6, 3
Use of Education Welfare Service to broker bespoke packages of support for poor attenders	Once the school has exhausted all possibilities, use of the EWS can provide new approaches. https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare/school-attendance-and-penalty-notices/ https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	3, 6
Provision of activities and resources to ensure all students can take a full part in school life	The provision of day-to-day resources, along with costs for visit, music tuition etc allows all students to develop beyond the academic curriculum. https://www.cypnow.co.uk/news/article/low-income-parents-struggling-to-cope-with-rising-school-uniform-costs	5, 3, 6
Use of Pastoral Support Officer and LSAs to investigate a courses and support students to consider the most	Additional support provided to make appointments, attend interviews, investigate transport and ask any questions. https://assets.publishing.service.gov.uk/government/uploads/system/uploads	4, 3, 6

| appropriate post-16 courses | /attachment_data/file/1002972/ Careers_statutory_guidance.pdf | |
| | https://www.gatsby.org.uk/uploads/ education/good-career-guidance-handbook-digital.pdf | |

Total budgeted cost: £115,214

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.

Internal teacher assessments demonstrated that students achieving expected progress in core subjects was as follows for disadvantaged students and (non-disadvantaged students);
Y7 – Eng 52% (68%), Maths 62% (72%)
Y8 – Eng 58% (80%), Maths 52% (71%)
Y9 – Eng 36% (64%), Maths 36% (63%)
Y10 Overall Progress was -0.28 (+0.04)
Y11 Overall Progress was -0.1 (+0.1)

There is a narrower gap in the Year 11 Progress 8 score than in 2021-22. This reflects the impact of the whole school strategy and the changes made on a day-to-day basis by teaching and support staff colleagues to be as inclusive as possible and to focus on the needs of disadvantaged students.

The percentage of incidents of Suspension involving disadvantaged students was 39%, which is an increase from 31% in 2021-22. This is above what is proportionate, but where there were repeated incidents by the same student, those individuals were provided with bespoke, intensive support packages.

No barrier to learning was presented to disadvantaged students because of inability to afford the same materials as other students. All students wanting to go on visits were able to do so. Arrangements were put in place to ensure students could take part in all school events, fully participate in all lessons and have correct uniform. This supported engagement with curriculum, promoted good attendance and raised self-esteem. Attendance and self-esteem were improved as students felt able to attend school and participate fully as they were indistinguishable from their peers.

26% of disadvantaged students had over 95% attendance, with 59% having over 90% attendance in 2022-23. The average attendance figure for all PP students during this period was 87.6%, slightly below the 89.8% for 2021-22. Interventions created by school and the Education Welfare Service have proved successful in some cases, but not all which is why this is remains as an intended outcome.

99% of students made a successful transition to post-16 courses. All mid-year leavers transitioned successfully to new education providers. All Year 10 students successfully completed a 2-week period of work experience. The challenge is the completion of post-16 courses and this is on the new plan.

Mental wellbeing and resilience are still being affected by the periods of Covid-19 lockdown and remote learning. Students have articulated that they have lost confidence in their abilities and feel increased levels of anxiety. Providing ongoing support and building self-esteem continue to be important aspects of the plan.

Externally provided programmes

Programme	Provider
English and Maths online tuition	TLC Live

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The £960 (3 x £320), which is included in PP costs, was spent within the strands of the previous pupil premium strategy.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made progress in line with their peers. They took part in all school-based events and were able to access the full curriculum.

Further information (optional)

Pupil Premium is a key strand of both the 3-year and current year's School Development Plan. Alongside use of the Education Endowment Fund's Teacher Toolkit, staff will receive training on strategies to support disadvantaged students, which can also benefit everyone in the group. Alongside strengthening 'quality first' teaching, staff will be asked to make adjustments to everyday aspects of their teaching, such as where they position disadvantaged students in the classroom and monitoring how many positive interactions they have with disadvantaged students each lesson.

The aim is to have interventions starting as soon as possible in the academic year, rather than waiting for a range of assessment data to support the need for interventions. The expectation is that this approach has a more immediate impact and progress can be seen earlier in the year, ideally removing the need for long-term personalised support.

The EEF Family of Schools data means that we can easily identify similar schools and look to share successes. There are a number of local schools included on the list, making information sharing more meaningful with a shared context for learning and progression.

Within the local community students are encouraged to take part in projects which include archaeology in Clare Country Park, contributing to local Remembrance Services and providing resources for the local food bank. In addition, the school works closely with a local community group to be able to open the school swimming pool, to the general public during the school summer holiday, providing a valuable sporting resource in the rural environment.